SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://.cde.ca.gov/sp/sw/t1/sig10rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

__✓__Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

__✓__Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

__✓__Form 3 Narrative Response

__✓__Form 4a LEA Projected Budget

__✓__Form 4b School Projected Budget

__✓__Form 5a LEA Budget Narrative

__✓__Form 5b School Budget Narrative

__✓__Form 6 General Assurances
    Drug Free Workplace Certification
    Lobbying Certification
    Debarment and Suspension Certification

__✓__Form 7 Sub-grant Conditions and Assurances (three pages)

__✓__Form 8 Waivers Requested

__✓__Form 9 Schools to Be Served Chart

__✓__Form 10 Implementation Chart for a Tier I or Tier II School

__N/A__Form 11 Implementation Chart for a Tier III School, (if applicable)

SIG Form 1 - Application Cover Sheet

School Improvement Grant (SIG)

Application for Funding

APPLICATION RECEIPT DEADLINE

July 2, 2010, 4 p.m.

Submit to:

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Yuba	County/District Code: 58727
Local Educational Agency (LEA) Name Marysville Joint Unified School District	**LEA NCES Number:** 0624090
LEA Address 1919 B Street	**Total Grant Amount Requested** $ 5,000,000

City Marysville		**Zip Code** 95901
Name of Primary Grant Coordinator Lennie Tate		**Grant Coordinator Title** Executive Director of Educational Services
Telephone Number 530-749-6902	**Fax Number** 530-741-7893	**E-mail Address** ltate@mjusd.com

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.
I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee Gay S. Todd Ed. D.	**Telephone Number** 530-749-6102
Superintendent or Designee Signature Original Signatures Already Submitted to CDE June 1, 2010	**Date** 8/25/10

School Improvement Grant (SIG)
Application for Funding

APPLICATION RECEIPT DEADLINE

June 1, 2010, 4 p.m.

Submit to:

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814
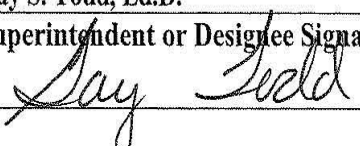
NOTE: Please print or type all information.

County Name:	County/District Code:
Yuba	58727

Local Educational Agency (LEA) Name	LEA NCES Number:
Marysville Joint Unified School District	
LEA Address	
1919 B Street	0624090

City	Zip Code
Marysville	

Name of Primary Grant Coordinator	Grant Coordinator Title
Lennie Tate	Executive Director, Educational Services

Telephone Number	Fax Number	E-mail Address
530-749-6902	530-741-7893	ltate@mjusd.com

CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee	Telephone Number
Gay S. Todd, Ed.D.	530-749-6102
Superintendent or Designee Signature	**Date**
[signature]	5/25/10

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District Support Team and Turnaround Team

DISTRICT SUPPORT TEAM	
Gay Todd	Superintendent
Ramiro Carreón	Assistant Superintendent Personnel
Lennie Tate:	Executive Director Educational Services
Toni Marquez	Director Pupil Services
Kathy Woods	Director Child Development
Jolie Carreón	Student Discipline Coordinator
Jen Cox	Evaluation Program Specialist
TURN AROUND TEAM	
Principal	Robert Gregor
Student Services Administrator	To Be Determined
Curriculum Turnaround Specialist: Math	To Be Determined
Curriculum Turnaround Specialist: English	To Be Determined
Curriculum Turnaround Specialist: Special Education	To Be Determined
Curriculum Turnaround Specialist: English Learners	To Be Determined
External Advisory Team	Sacramento County Office of Education
Parent	To Be Determined
Parent	To Be Determined
Teacher	To Be Determined
Teacher	To Be Determined
Community Leader	To Be Determined
Data Facilitator	To Be Determined

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this sub-grant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No

SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
58727	Marysville Joint Unified School District	Gay S. Todd, Ed.D.	*Gay Todd*
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Marysville Joint Unified School District
Authorized Executive:	Gay S. Todd, Ed.D.
Signature of Authorized Executive	*Gay Todd*

SIG Form 3 – Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 18 of this RFA, and the SIG Rubric, Appendix A.

i. **Needs Analysis**	
Response: Page 9	
ii. **Selection of Intervention Models**	
Response: Page 29	
iii. **Demonstration of Capacity to Implement Selected Intervention Models**	
Response: Page 35	
iv. **Recruitment, Screening, and Selection of External Providers**	
Response: Page 66	
v. **Alignment of Other Resources with the Selected Intervention Models**	
Response: Page 70	
vi. **Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)**	
Response: Page 72	
vii. **Modification of LEA Practices or Policies**	
Response: Page 72	
viii. **Sustainment of the Reforms after the Funding Period Ends**	
Response: Page 75	
ix. **Establishment of Challenging LEA Annual School Goals for Student Achievement**	
Response: Page 81	
x. **Inclusion of Tier III Schools (if applicable)**	
Response: N/A Page 90	
xi. **Consultation with Relevant Stakeholders**	
Response: N/A Page 90	

I. NEEDS ANALYSIS

The MJUSD used the following assessment instruments to conduct the needs analysis (Academic Performance Survey (APS), Least Restrictive Environment (LRE), and District Assessment Survey (DAS), the English Learner Subgroup Self Assessment (ELSSA), stakeholder input, and the School Climate Survey (SCS). The process and findings of the needs assessment conducted on Ella Elementary and the evidence used to select the Turnaround model are described below. The District Assistance Survey was completed and analyzed by the MJUSD Management made up of classified and certificated administrators. The Academic Program Survey was completed and analyzed at the site level. The Least Restrictive Environment was completed by a team of site level Special Education teachers, school psychologists, and the Director of Pupil Services. Achievement Gap data, District Benchmark data and State Tests were completed by Educational Services. Too few of the School Climate Surveys were completed to effectively use them for analysis. The needs analysis was completed in collaboration with the Sacramento County Office of Education, District Support Team and incoming site administration. Findings and achievement goals were set through this data analysis and shared with stakeholders (teachers, parents, community, ELAC, School Site Council, District Parent Advisory Committee, the MJUSD School Board, and local bargaining units: OE3, CSEA, and MUTA). The MJUSD has invited faculty and community input in the planning stage and will subsequently seek continued support and involvement of all stakeholders to ensure continuity of the reform effort.

ROOT CAUSES OF PROBLEMS, AND THE CURRENT STATE OF AFFAIRS

In meeting with stakeholders, it is evident although staff and leadership at Ella Elementary work diligently with much effort to provide for students, their current strategies are not making growth in state student achievement scores. This and the negative distinction of being labeled one of the five percent of consistently lowest performing schools in California has deeply impacted staff morale. Ella Elementary school is failing in their core purpose to ensure that all students achieve at high levels and acquire the knowledge, skills, and values to become responsible and caring

citizen[s] in a diverse society. A number of central problems have contributed to this failure. Working closely with stakeholders and our outside consultant (SCOE) to carefully analyze data from our various measurement instruments, the following findings and recommendations have been compiled.

USE OF CALIFORNIA'S STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS

Although Ella Elementary has California's State Board approved, standards-aligned instructional materials and targeted interventions for all core subjects including English-language arts (Open Court K-5th and McDougall Littell 6th) and mathematics (Saxon) core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten to grade six, students continue to lag far behind state goals for achievement. Ella Elementary School has lacked system-wide curriculum leadership for many years. As a result: the standards based and standards aligned curricula in most areas is ineffectively used. There is little guidance given to teachers regarding content. Although the district has defined expectations and set benchmarks to measure performance against a standard, site supervision and evaluation are not conducted with consistency. Professional development is not followed up with coaching leading to multiple support programs traded out and replaced at random. Many of the instructional strategies do not address a wide variety of learning styles and student needs. Through School Improvement Grant funds, the Turnaround Office, Site Principal, and Curriculum Turnaround Specialists will complete periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if deemed ineffective. The walkthroughs described in the Intervention Plan will add consistency to these reviews. The walkthrough paperwork completed by anyone either than the principal will be the property of the observed teacher to use during articulation and for further review to improve instruction and student achievement. Only walkthrough paperwork completed by the site principal will be used for formal evaluation. The site level work will be done in collaboration with the district support team. (See Chart following Table of Contents)

 "We can no longer tolerate our traditional beliefs about time and learning. Our highly competitive world demands much more for us all. We must see these challenges as opportunities for improving the lives of our children. We can build on the public sentiment for changes in learning time. We can applaud and utilize existing successes and take research and practice to the next level of action. Most of all, we can, as a society, understand unequivocally that giving all of our children and youth maximum opportunities to succeed is imperative and urgent." (The Time, Learning, and Afterschool Taskforce, 2007)

The effective use of instructional minutes for English language arts by teachers at Ella school varies from class to class. In some classrooms the minutes are adequately accounted for, seem to be used as the schedule states, and are in align with the required minutes as outlined in the subject matter Frameworks. Some schedules, however, do not allow for the required number of minutes, and others who devote the minutes do not use the time effectively. For example, one schedule states 45 minutes in the morning for roll, Accelerated Reader (AR), Daily Language Review (DLR), Daily Math Review (DMR), Sustained Silent Reading (SSR). Even added together, the sum of these pursuits should not take 45 minutes. In addition, the DLR and DMR are not part of the core curricula and often appear to lack the rigor of grade level standards. AR and SSR have also been seen used in intervention time. The tests for the AR books seem to be the only accountability for the silent reading time. Another ineffective use of time noted throughout this year is students copying a piece of writing provided for them. The site purchased Step Up to Writing with AB 1802 funds last year for the entire school, but it is not being implemented consistently. Other schedules have the kids tightly scheduled and minutes are packed with critical thinking questions with regards to the literature and active engagement strategies (heads together, Think-Pair-Share) to keep kids focused and energized.

Pacing is a concern at some grade levels, as well. In ELA, the correctly paced week's story might be taught, but parts of the program are getting skipped or taught very

superficially. Workshop activities relate well to the core in some classes, while in other rooms, the activities seem to be "busy work." Though groups are broken out and aides are in the classrooms to assist, the tasks given sometimes seem well below grade level or should be expectations of the beginning of the year, such as with kindergartners. Teachers have supplemented the core so much that OCR seems almost to be the supplement instead of the core. Though all have been trained in EL SB 472, evidence of use of strategies is minor.

Teachers need to carefully analyze their ELA standards, how they are taught and assessed, both in the core and on the CST (grades 2-6). Standards need to be known for the grades both above and below the ones teachers instruct. A year long vision needs to be developed and broken down to the units taught, making strategic decisions about how much time to devote to the different components in the program, and how best to incorporate good writing instruction. The OCR program has a set scope and sequence, but there are instructional "holes" at different grade levels that need to be strategically supported with supplemental materials that directly relate to the core instruction. However, fidelity to the core should come first. With that initial fidelity and strong knowledge of grade level standards and expectations, teachers can make good decisions about what is needed for support. Teachers also need to spend quality time planning for the different EL levels within their classrooms.

In mathematics, all teachers at Ella Elementary School have received SB472 training which reviews the required 60 minutes of instructional time for grades 1-6 (30 minutes for K) and 30 minutes of intervention time required from the state mathematics framework. In grades K-3, the instructional time is well used, however the amount of time in grades 4-6 vary with each teacher between 50 minutes to 75 minutes. Some 4-6 grade teachers do not follow a consistent schedule during their day and there isn't strong evidence that math is taught daily.

The district provides a teacher developed pacing guide to the mathematics curriculum for the teachers to follow for all elementary grades (K-6). The pacing guide is written to

the curriculum and district benchmark assessments with an expectation of completing the standards before state testing in grades 2-6 or by the end of the calendar year for kindergarten and 1st grade. All teachers have access to the pacing guide and understand which lessons need to be completed every sixth week of school. The district also uses the same benchmark assessments six times a year; other than 3rd grade, Ella Elementary is the lowest performing school in all grades on the district benchmarks. Teachers in K-3rd grades have fully implemented the curriculum and use all of the components. Teachers in 4th-6th grades vary in their implementation and use of the curricular components; one teacher did not implement the new adoption until mid year this year (and the curriculum was purchased for the 08-09 school year). Teachers have been trained and received the 4th – 7th grade intervention curriculum; however, the materials have not been implemented at the site.

Through analysis of the ELSSA, English learners at Ella are not progressing at the expected rate on the CELDT (AMAO 1). One thing to look more closely at is implementation of program and the attention being paid to the movement of students from one level to the next. As per our district English Learner's Master Plan, students in both SEI (Structured English Immersion) and ELM (English Language Mainstream) classes have the following requirement: Daily English Language Development /Academic Language Development (ELD/ALD) at the assessed stage of English acquisition.

Ella has a significant number of ELs who have been in the program 5 years or more and not attained proficiency on the CELDT (AMAO 2). The majority of these students are at the intermediate level, but several are at the beginning and early intermediate levels. These long term English Learners need extra consideration.

Students classified as long-term English Learners in Marysville Joint Unified School District have more than six years with uninterrupted schooling in the United States. Students often have high oral fluency in English, and in some cases have "reasonably fluent" proficiency (CELDT 4 & 5), but for a variety of reasons they have not yet

achieved the academic requirements to qualify for reclassification. In determining the program placement of long term English Learners, it is important to first identify the students' academic and linguistic needs and consider the following: number of years enrolled in U.S. schools, quality and consistency of English Language Development instruction, consistency of instructional program, student's overall educational history. Consideration of these factors will help determine if the student's performance is related to his/her English Language Development, or other factors. English learners will need: English Language Development, either through an SEI or ELM, class that addresses both language and literacy skills; Sheltered or English mainstream instruction in the core subjects provided by an appropriately CLAD/BCLAD certified teacher; Intervention support (before or during the school day)

In addition to the low performance on AMAOs 1 and 2, EL students at Ella are not performing at Basic or higher on the CST. This is a situation that is arguably in large part due to the lack of progress in the attainment of proficiency on the CELDT. In addition to proper planning for effective, standards-based instruction that addresses students' assessed levels of language proficiency, close monitoring of progress is vital to allow all stakeholders to make informed decisions regarding the educational needs of the students. The MJUSD EL Master Plan addresses this need in Chapter 2 pp 26-27. The academic performance of ELs is monitored to determine appropriate growth targets have been met and to identify developing academic deficits. The Annual EL Monitoring form is used to monitor AMAOs by October 31. The Mid Year Monitoring form is used after district assessments and at the ends of grading periods. Currently this monitoring is not occurring at Ella.

No later than October, the LRT (language review team) reviews the results of the spring STAR testing (end-of-year results on district-identified assessments for Kindergarten and first graders) and revises or develops an Intervention Catch-Up Plan for each student not meeting growth expectations. The Intervention Catch-Up Plan is reviewed with the parent, modified if necessary to include the parental input, and documented on the appropriate forms including: EL Intervention Learning Plan Part 1, EL Intervention

Learning Plan Part 2 and Site Based Catch-Up Intervention for ELs. This plan includes interventions to be provided and timelines. The student is provided with the intervention programs/services as specified in the EL Catch-up plan. His/her progress is carefully monitored throughout the school year.   Modifications to the plan are made when necessary. Students are assessed throughout the year and, if they are not performing on grade level, they are identified as in need of Benchmark (less that 1 year below grade level), Strategic (1 to 1.9 years below grade level) or Intensive (2 or more years below grade level) academic interventions. English language proficiency is also assessed to ensure that the intervention meets the student's need, whether it is academic, linguistic, or both.

Starting in the spring of each year, the Language Review Team (LRT), which includes the teacher, EL Specialist, principal, and others with relevant information, reviews the CELDT scores and the Mid Year Progress Monitoring forms of all English Learners, as well as the Reclassification Follow-up forms for R-FEP students reclassified within the past two years and identifies students whose growth is not satisfactory. At this meeting, the teacher shares any interventions that have been implemented, using the Pre-Referral Checklist as a guide. The LRT develops an EL Intervention Catch-Up Plan to be implemented through the first quarter of the following year.   The EL Intervention Catch Up plan is described via the Intervention Catch-Up Plan for ELs Form. A letter is mailed home notifying the parents that their child has been identified for intervention.

The following spring, the Language Review Team assesses the growth of students with EL Intervention Catch-up Plans and the effectiveness of their plan. If the student continues to make inadequate progress, a meeting is held with the Language Review Team, which includes the parent. A new EL Intervention Catch-up Plan is developed based on the analysis of the student's needs and the results of the evaluation from the previous interventions. Group data are disaggregated and examined to measure the effectiveness of the various intervention programs for different groups of English Learners. Further needs are assessed and addressed during the second year of

intervention. These policies from the English Learner Master Plan are not in force at Ella Elementary.

EL instructional programs and accountability to English Learners must be ensured by district-wide sharing of responsibility. Accountability must be shared by all parties, including the School Board, the District Superintendent, School Site Principal, EL Facilitators, Teachers, Parents, Paraprofessionals and Students. Accountability must be seen as a daily responsibility. Factors which must be monitored and evaluated include but are not limited to the following: implementation of district-wide goals and the Master Plan, district and school data, plans, programs, modifications and timelines for implementation of changes, credentials of personnel, progress of staff in obtaining appropriate authorizations (CLAD, BCLAD), proper placement of EL staff, professional development of staff (administrator, teachers, paraprofessionals), selection of materials used for delivery of core curriculum to EL Students, ELD procedures at school sites, assessments, ELAC and DELAC parent meetings, all standardized test data, classroom data, student placement, student records, school site EL Plan, legal requirements, implementation and modification of program strategies for maximum effectiveness, CELDT Testing, informing parents of student progress, and/or lack thereof.

The Least Restrictive Environment tool was used to assist in analyzing need for our students receiving Special Education Support. The Needs Analysis determined that Special Education needs were consistent with all subgroup needs. More specifically, effective instruction at the general education level is not consistent. A focus on instructional intervention strategies and collaboration of student needs is meager. When interventions are used, they are often not implemented with fidelity, providing little student growth if any and an ineffective use of student and educator time and energy. SBE approved curriculum is in place, but more training on how to accommodate students three years below grade level must take place. There is not a current monitoring system that supports ineffective teachers in increasing their capacity to meet individual student needs in an efficient manner. This is inhibited by a lack of focused planning time. At this time, our district has an abnormally high percentage of students

designated for special services. Although our community is a high needs area, it has been determined that educators in the district need to be trained in proper designation of student. SDC numbers must be protected and decreased.

Research and practice indicates that earlier intervention and prevention efforts with issues of school behavior and mental health will decrease behavior referrals and subsequent actions of discipline. Fewer referrals to the school office will increase the time the site administrators can focus to the instruction within the classrooms and student learning. Increasing the school psychologist/counseling staff to Ella Elementary School will not only provide better coverage of mandated issues of Special Education, but also more preventative activities, such as individual and group counseling, parenting classes, staff support, social skills training, classroom management support, and bully prevention. Over time, the increased support from the school psychologist will overtime reduce the discipline referrals and suspension rates at Ella School and in turn increase time engaged in learning in the classroom. With this increase of time, the school psychologist will also be a pivotal staff member involved in the efforts toward a Response to Intervention model for both academics and behavior.

In addition, site administration lacks time or ability to participate in SST and IEP meetings, and does not take an active role in developing and monitoring the interventions. The site principal needs to receive focused training on the Needs of special education students and the monitoring and implementation of SST and IEPs. The site principal needs to ensure that collaboration time is increased and effectively led. Educators must be provided more time to communicate and plan effectively. Discussions and planning time need to be organized, structured, integrated, and data driven. The District Support Team has determined that this is the largest area of need at the site.

Overall Least Restrictive Environment Outcomes

Self-Assessment Summary Sheet

Practice	Average Score	Priority	Improvement Tasks
0 Vision, expectations, leadership, and climate Issues:	3.4	6	Students in SDC require more mainstream instruction into classrooms at their instructional level. General Education teachers need more training on curriculum-based assessment intervention.
1 Instructional Program. Issues:	2.7	4	More focused attention to effective instruction in General Education classrooms is needed. Accountability for ineffective instruction.
2. Instructional Time Issues:	4	9	Much more intervention is necessary. More focused attention to effective instruction at the general education level is also required.
3. School principals' instructional leadership training. Issues:	1.5	1	Site administration must fully participate in all SST and IEP meetings, and take an active role in developing and monitoring student and group interventions.
4. Credentialed teachers and teacher professional development opportunity Issues:	3.3	5	Disability training for site staff is needed. Training for para educators is needed.
5. Student achievement monitoring system Issues:	3.6	8	More meaningful assessment measures for SDC students need to be developed.
6. On-going instructional assistance and support for teachers. Issues:	3.5	7	SDC teachers would benefit from more direct support with the curriculum.
7. Monthly collaboration by grade level for teachers facilitated by the principal. Issues:	2	3	Collaboration time needs to be increased and lead effectively. More time with a protected agenda focused to student achievement.
8. Lesson pacing schedule Issues:	4	9	Planning time needs to be organized, structured, and data-driven.
9. Fiscal support Issues:	2	2	SDC numbers must be protected. At this time their are too many students in each of the SDC rooms and it therefore individualized and specialized instruction is not provided.

Please see section **III. Demonstration of Capacity to Implement Selected Intervention Models** for further detail on curriculum pacing and instructional time analysis, findings, and planning.

FACULTY PROFESSIONAL DEVELOPMENT ACTIVITIES, COLLABORATION, AND INSTRUCTIONAL SUPPORT

The district: has completed a two-year system-wide professional development program with follow-up coaching and support, to strengthen instructional strategies through Mathematics SB472 mathematics and English Learner SB472; a majority of teachers completed ELA AB466 in our current state approved ELA curriculum; purchased and implemented new research/standards-based programs in Math; and is beginning a multi-year plan to establish an instructional and curriculum leadership team. The MJUSD is in a holding pattern to adopt the most current English language arts curriculum due to the ELA adoption being suspended effective 7/28/2009 Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year.

Ella Elementary's Professional Development Attendance

Average Hours of Attended Professional Development Per Teacher at Ella Elementary	2008-2009	2009-2010	
	95	56	
	SB472 Math	EL SB472	SB 472 Math Portfolio
	40	40	32
	Introduction to GLAD	GLAD Lab	Advanced GLAD
	3.84	7.2	0.48
	Science	English	Math
	0.96	7.68	6.36
	Technology	Special Education	General
	9.04	1.44	24.96

Please see section **III. Demonstration of Capacity to Implement Selected Intervention Models** for further detail on professional development analysis, findings, and planning.

CAPACITY TO DEVELOP, ACCESS, AND ANALYZE STUDENT PERFORMANCE DATA TO INFORM AND MODIFY INSTRUCTION

The Marysville Joint Unified School District uses data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade six. Curricular pacing guides have been designed by educators with district and Sacramento County Office of Education guidance. Standards based grade level benchmark assessments offered every six to eight weeks have been developed and refined over the last eight years. Promoting the continuous use of student data from formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students, SIG funds will be used to purchase Sacramento County Office of Education, Reading Lions (RIC) curriculum embedded common assessments for Open Court (OCR). The current OCR curriculum assessments do not focus consistently on grade level standards and the RIC assessments will help to fill this deficit. District benchmark assessments are given every six weeks.

For the past eight years, achievement and formative assessment data have been utilized at Ella Elementary. However, decision making in regards to instruction and intervention based on this data has been fragmented and inhibits decision-making at any level. There is a systemic district-wide effort to analyze assessment results and achievement data based on summative (state tests) and formative (standards based district benchmark) outcomes, however little effort has been made to inform the allocation of resources and staff based on this data. School leadership primarily uses student assessment results for student grading rather than for measuring the effectiveness of instructional and support programs. Classroom teachers often look at assessments as something that needs to be done because they are a requirement, not as a resource to redefine instruction and provide immediate support to struggling students. Decision-making at the district- and school levels is becoming data-driven.

With the approval of the School Improvement Grant, Ella Elementary will hire new curricular and instructional leadership personnel to guide the discourse and sufficient teachers and specialists to allow for common grade-level planning time.

Supported by the District Support Team and Turnaround Team, Ella Elementary administration and teachers will participate in bi-monthly structured data meetings that focus on: data for intervention based on critical standards, interventions strategies and structures, administration monitoring of intervention, review of effectiveness of intervention, preview of critical standards, plan on quality first instruction for critical standards using High Quality First Instruction planning guide, administration attendance and leading meetings.

In order to assist Ella Elementary in implementing the turnaround plan, the Turnaround Team will meet before school starts in August 2010 for an orientation to go over the SIG application in detail. The turnaround team will review and adjust instructional, intervention, and enrichment schedules developed by site administration with assistance from the District Support Team. They will continue to work with stakeholders and build support for the Turnaround Plan. The team will review student demographics and data and ensure that all students receive curriculum and the supports needed to pass the required District Benchmark examinations as well as to score competitively on state tests. They will also receive training in Professional Learning Communities to jumpstart the process at the site. The Turnaround Team will be leaders in bringing the new staff together to define and analyze needs and promote Turnaround Plan activities, including the development of the site mission and vision. The team will also define goals of professional development and how the goals will be evaluated and monitored. Professional development will be structured and supported to provide adequate time for collaboration, instructional planning, and ensuring students receive high quality instruction at all times. Please see section **III. Demonstration of Capacity to Implement Selected Intervention Models** for further detail on the district's use of student performance data to inform and modify instruction analysis, findings, and planning.

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. The district, as well as certain school sites, receives additional monies for supplemental programs through categorical funding which covers services for targeted student populations, counseling, library materials, textbooks, staff development, drug awareness, and student safety. Categorical program expenditures are in addition to revenue limit apportionments.

Lack of Local Fiscal Support: Between 2005 and 2010, despite constantly rising costs, the Ella Elementary appropriated budget decreased by 3% overall. Over five years, numerous programs and educational services have been eliminated. As instructional services disappeared there has been a concurrent decline in student performance. The recent budget deficit has led to the layoff of administrators, teachers, librarians, reading specialists, and literacy and content area coaches.

Despite ongoing efforts, communication between the schools, students' families, and the community has been ineffective in developing strong partnerships with Ella Elementary's diverse population. Participation by all parents in school-sponsored events is limited and uneven; the site has yet to find a highly effective way to make it possible for parents working multiple jobs and speaking languages other than English to participate. Although, translators and notices home are provided in multiple languages, the use of the district's School Messenger system is not used to its full capacity. Communication with parents, families and the community remains a major concern. Throughout the development of this Turn-Around Plan, the Marysville Joint School

District Lead Education Agency Addendum 2008 was used as a guide and tool. All elements of the Turn-Around Plan will be incorporated into the district's upcoming revisions to the LEA Plan for 2010-11 and its three year Strategic Plan. There will be a wide range of other efforts to improve outreach. The site will present parent information sessions on the new Single Plan for Student Achievement and LEA Plan.

Through SIG funds, appropriate social-emotional and community-oriented services and supports for students will be organized and provided in a variety of ways through the Student Services Administrator and Turnaround Office (Love and Logic, Character Counts, Migrant Ed/ Big brother Big Sisters, Arts Council, and local community based service organizations). The MJUSD and Ella Elementary will partner with parents and parent organizations, faith- and community-based organizations, Peachtree Health Clinic, and others to create safe school environments.

Ella Elementary will team up with local community groups, businesses and churches to help support our students with character training, clothes, food, and school supplies. We will have volunteers come in one day a week to teach "Character First" to our students. We will have groups raise funds for backpacks and school supplies to start out our year with new school supplies for our students. We will have parent nights where local clubs and groups will come and serve our parents food and provide the extra support to make the events special. We will work with local businesses and community groups to raise funds for incentives to motivate our students to do their very best in school. Ella will partner with all of these groups and business to form a "Cadre" of people that will help our students have a "Hand Up" in their school. With the help of the local community groups, businesses and churches we will be able to help all students and parents to be ready to learn.

All significant stakeholders agree; behavior, safety, and student social skill are a priority not currently receiving adequate support and guidance. The Student Services Administrator will be responsible for proactive behavior solutions. Key responsibilities include increasing student attendance and instructional time by promoting positive

behavior through site based activities, student focus groups, and parent and staff training. During the 2008-2009 school year, Ella Elementary had 211 suspension incidents and two incidents of expulsion. To make it easy to compare Ella's suspensions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student. In addition, the chart only accounts for the number of suspensions, not the actual number of days of lost attendance and instructional time.

Suspensions

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
Suspensions per 100 students			
2008-2009	40	15	5
2007-2008	35	20	6
2006-2007	27	17	5

The School Site Council plays a critical role in influencing the academic environment at Ella Elementary. The School Site Council is authorized and charged with developing the school site plan that sets the framework for strategies designed to improve student achievement. Under the Turnaround model Ella Elementary's Site Council will be made up of representation from all members of the school community. Education Code is specific regarding the composition of Site Councils to ensure various view points are taken into consideration when determining the school goals and focus for the year. The School Site Council will be actively involved in determining school goals and setting priorities that drive instruction integrated with the Turnaround plan and outlined in the Single Plan for Student Achievement. After the School Site Council has given their stamp of approval to the Single Plan for Student Achievement, it will be recommended to the Board of Trustees. After final approval, the School Site Council is then entrusted with monitoring the execution of the Single Plan for Student Achievement which prioritizes the use of site-level federal and state resources.

Because the Single Plan for Student Achievement is a living document, it is necessary for the Site Council to meet on a regular basis to hone strategies and make adjustments

to the Plan if necessary based on new assessment data, changing demographics, or other factors relevant to instruction. Ella Elementary School Site Council Members will be trained on how to analyze data at the district, school, classroom, and sub-group level to determine the root causes for lack of student achievement and program effectiveness. This analysis will drive recommendations for improving programs and targeting professional development. The Site Council's task when developing the Single Plan for Student Achievement will be to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education.

As illustrated above, a strong School Site Council is a vital component to a healthy school culture. The responsibility the Site Council has is awesome. A robust Site Council has not been a trademark of Ella Elementary School in the recent past. This has been an under utilized resource. As the school moves forward with its restructuring, emphasis must be placed on articulating the importance of a Site Council, recruiting and electing strong advocates for student achievement to sit on the Site Council, and working to create strong links between the school's stakeholders, administration, staff, and community. A strong Site Council will help direct and guide the implementation of the turnaround model.

Please see section **III. Demonstration of Capacity to Implement Selected Intervention Models** for further detail on the district's the alignment of federal, state, and other district resources to support implementation analysis, findings, and planning.

STAFF EFFECTIVENESS INCLUDING, BUT NOT LIMITED TO, METHODS OF INSTRUCTION, EXPERIENCE, SUBJECT- MATTER KNOWLEDGE, AND ABILITY TO SUPPORT IMPLEMENTATION OF THE SELECTED INTERVENTION MODEL

Ella has been in Program Improvement (PI) since 2003. In 2009, the school remained at stage 5. Over the last four years, Ella has continued to meet fewer and fewer of the AYP criteria.

Program Improvement Criteria

Year	PI Stage	SUMMARY OF EVENTS FOR THIS YEAR
2006	4	We met 21 of the 23 criteria for Adequate Yearly Progress. As a result, the school Moved to stage 4 of Program Improvement.
2007	5	We met 17 of the 21 criteria for Adequate Yearly Progress. As a result, the school moved to stage 5 of Program Improvement
2008	5	We met 16 of the 25 criteria for Adequate Yearly Progress. Because we were already at stage 5 of Program Improvement, the school remained at Stage 5
2009	5	We met 12 of the 21 criteria for Adequate Yearly Progress. Because we were already at stage 5 of Program Improvement, the school remained at Stage 5

Over many years, school leadership at Ella Elementary has not been of quantity or quality to meet the educational needs of the students. Lack of collaboration, focus and putting the students first has been an impediment to development of a consistent vision for education. In the absence of strong leadership the school operates without any clear and measurable goals and continues to drop in achievement levels year after year. A strong commitment to data analysis and prescribed intervention to identify gaps in student or programmatic performance is inconsistent and unmonitored. There is no systematic approach to the development of meaningful strategies for improvement. Administration is focused on management issues rather than instruction and the improvement of student achievement. There has been no long-range planning for professional development and no attention paid to curriculum review and revision.

Decision making and budget development lacks transparency, and fails to include input from staff and the public. Budgets are incremental rather than academically goal-driven.

The district is guided by data-driven district and school-level improvement plans which are developed with wide input and strongly focused on student achievement. Also, during the past two years, the MJUSD has revised and reviewed its Lead Education Agency Plan to meet state requirements for districts in Program Improvement. In the next six months, parents, students, business leaders, community members, elected officials, faculty and staff will participate in the development and adoption of a revised Lead Education Agency Plan which will include a three-year Strategic Plan for the Marysville Joint Unified School District. Continuous collaboration and coordinated efforts to support the school and improve the community will be supported through the Turnaround committee.

In the 2009-2010 school year, Ella Elementary did not have significant turnover of teachers. Ella Elementary school teachers have an average of 12 years of teaching experience, 26% of teachers have fewer than three years of teaching experience, 96% of teachers are fully credentialed, 100% of teachers have completed Math SB 472 and English Learner SB 472, and 19% of teachers hold a MA or higher from a graduate school. In addition to SB 472, teachers at Ella have attended professional development in GLAD strategies, data analysis, high quality first instruction, Step Up to Writing, and technology integration. The current principal has been at the school for three years, has completed all modules and practicum for AB430, and has been provided external support through Sacramento County Office of education. A number of elements factor into the lack of student achievement at Ella Elementary School. There is a lack of fidelity to the adopted curricula and the district and/or curriculum pacing, grade level team cohesiveness, thoughtful, intentional use of appropriate student engagement strategies, and rigor and/or teacher content knowledge. Though monthly articulation has been built in, the time is not focused with a clear, concise agenda, and is too often not data driven. As the data charts in section IX (LEAs' Annual School Goals for Student Achievement) represent, there is a history of student academic deficiency across the curricula and at

all grade levels that has not been adequately addressed by current site leadership and staff.

Current District Elementary API Results

	Number of Students Included in the 2009 API	2009 Base API	2009 Statewide Rank	2009 Similar Schools Rank	2009-10 Growth Target	2010 API Target
Marysville Joint Unified	6,853	721	B	B	B	B
Elementary Schools						
Ella Elementary	318	652	1	1	7	659
Yuba Feather Elementary	115	705	2	2	5	710
Linda Elementary	505	715	2	3	5	720
Cedar Lane Elementary	355	716	2	5	5	721
Johnson Park Elementary	324	759	4	7	5	764
Olivehurst Elementary	333	762	4	5	5	767
Kynoch Elementary	368	800	6	7	A	A
Loma Rica Elementary	108	810	6	4	A	A
Arboga Elementary	249	824	7	10	A	A
Covillaud Elementary	268	834	7	10	A	A
Browns Valley Elementary	107	924	10	10	A	A

Please see section **III. Demonstration of Capacity to Implement Selected Intervention Models** for further detail on staff effectiveness, instructional experience, subject matter knowledge, and ability to support implementation analysis, findings, and planning.

II. SELECTION OF INTERVENTION MODEL

In the process of analyzing findings and selecting the Turnaround Model, The District Support Team in collaboration with the Sacramento County Office of Education used specific findings from the needs analysis (ELSSA P. 191, DAS P. 253, APS P. 215, LRE P. 195, Achievement Gap P. 86, CSTs P. 82-83, and District Benchmark data P. 87-89) to lead to the Marysville Joint Unified School District's selection of the Turnaround model for Ella Elementary. As data was collected and input received from stakeholders, discussions took place in regards to the most efficient and effective strategy to use to ensure student achievement would grow at an accelerated pace. As described in greater detail throughout this application, it was determined that the persistently low performance of students over the last eight years is of such a systemic nature that the only options would be to either close the school and divvy the students out to other sites, or reconstitute the staff to such a degree that a paradigm shift could occur. This is evidenced by the unusual number of positive comments and scoring on the Academic Program Survey completed at the site. This analysis at the site level is in direct contrast to the persistently low performance scores of the school displayed in the achievement goals section of this application.

Closing the school or restarting as a charter was not an option the district or significant stakeholders wished to consider and the transformation model was considered a repetition of what we have unsuccessfully been trying to accomplish at Ella for the past eight years. Given the existing capacity in the school and the district, it has been determined that the Turnaround model, fraught with significant challenges, is the model that will most expeditiously bring students to competency. It will result in the most immediate and substantial improvement in learning and school success for the students now attending Ella Elementary.

The following table outlines key areas and characteristics of performance and school, district, and community capacity that have been considered by stakeholders through the needs analysis.

	INTERVENTION MODEL			
CHARACTERISTIC	**TURNAROUND**	**TRANSFORMATION**	**RESTART**	**CLOSURE**
School Performance				
☐ All students experiencing low achievement and/or graduation rates	✓		✓	✓
☐ Students experiencing low-achievement in all core subject areas	✓		✓	✓
School Capacity				
☐ Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
☐ Evidence of limited staff capacity	✓		✓	✓
☐ Evidence of negative school culture	✓		✓	✓
☐ History of chronic-low-achievement	✓		✓	✓
☐ Evidence of response to prior reform efforts	✓	✓		
District Capacity				
☐ Willing to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
☐ Experience authorizing charter schools			✓	
☐ Capacity to exercise strong accountability for performance	✓		✓	
Community Capacity				
☐ Strong community commitment to school	✓	✓	✓	
☐ Supply of external partners/providers	✓		✓	
☐ Other higher performing schools in district				✓

Characteristics of Performance and Capacity

The Marysville Joint Unified School Improvement plan for Ella Elementary School, currently a California state Tier I persistently lowest performing school, is to develop a cadre of school leaders and educators prepared to turnaround this chronically underperforming school. A key to this project is to give Ella Elementary school a fresh start which includes, among other actions, replacing the site principal and at least 50

percent of the school's staff prior to the beginning of the 2010–11 school year with a new governance structure, and implementing a revised instructional program. The Marysville Joint Unified School District School Improvement Grant *Turnaround* model utilizes best practices from education to strengthen the organizational and instructional leadership skills of certificated, experienced, and highly qualified educators through rigorous selection criteria, significant integrated research-based professional development experiences, relevant goals, and strong coordination with Ella Elementary's revised Single Plan for Student Achievement and the revised Marysville Joint Unified School District's Lead Education Agency Plan.

The MJUSD will use locally-adopted competencies (Ventures, student assessment data, current observations and evaluations, and principal recommendations) to measure the effectiveness of staff who can work within the turnaround environment. By using these competencies, MJUSD will be able to select staff who will meet the needs of all students, to screen all existing staff, and retain no more than 50 percent, and select new staff. Staff includes both non-instructional and instructional personnel. A scrupulous, transparent, and equitable evaluation system is currently in place. Student Performance data is not used for teacher evaluation. The rigor and expectations will be increased as the principal conducts more frequent walkthroughs designed to generate professional dialogue. These newly selected positions will be used to ensure Ella Elementary students have the highest quality of instruction and leadership.

In analyzing the LRE, ELLSA, and longevity data from state tests, it is evident teachers and students are not academically succeeding to state goals. The system will take into account data on student growth as a significant factor for potential performance, multiple observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement: Teachers will be selected based upon past performance of students on district benchmarks, CST scores, district offered professional development, and implementation of structures and strategies from professional development. Furthermore, staff will be selected based upon their willingness to complete additional professional development as requested by principal,

willingness to be active participant in data meetings, professional learning community, and commitment to implementing the Turnaround Plan with fidelity. Teaching competency and willingness to implement the Turnaround Plan with fidelity are of utmost importance in selecting staff members; however, efforts will be made to ensure bilingual staff is a part of Ella Elementary. The MJUSD ensures that Ella Elementary will not be required to accept eligible district teachers without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

Multiple Data Instruments

	Academic Performance Survey
Roles and Responsibilities	Site Principal: Conduct needs assessment with staff District Support Team: Analyze Data
Process	Site Principal and staff completed the APS and met to discuss findings. Findings were then shared with the District Support Team. Share results at stakeholders meeting.
Findings	Ella Elementary school is failing in their core purpose to ensure that all students achieve at high levels and acquire the knowledge, skills and values to become responsible and caring citizen[s] in a diverse society. Despite teacher access to curriculum, subgroups (EL, SED, and SPED) are performing at proficiency rates below those of five years ago in both ELA and Math. High Quality Instruction meeting specific student needs is lacking. Staff Development needs to occur in regards to components of APS. Although teachers have received professional development and coaching, students are not improving. The site must take ownership of the lack of student achievement.
Potential for Improvement	Based on longevity data, it is apparent students at Ella Elementary will not succeed unless a systemic paradigm shift occurs at the school.

	Least Restrictive Environment
Roles and Responsibilities	Director of Pupil Services, Evaluation Program Specialist, Site Principal, and Teachers: Compile data. District Support Team: Analyze Data
Process	Site Principal and staff completed the LRE and met to discuss findings. Findings were then shared with the District Support Team. Share results at stakeholders meeting.

Findings	Students in SDC require more mainstream instruction into classrooms at their instructional level. General Education teachers need more training on curriculum-based assessment intervention. More focused attention to effective instruction in General Education classrooms is needed. Accountability for ineffective instruction. Much more intervention is necessary. More focused attention to effective instruction at the general education level is also required. Site administration must fully participate in all SST and IEP meetings, and take an active role in developing and monitoring student and group interventions. Disability training for site staff is needed. Training for Para educators is needed. More meaningful assessment measures for SDC students need to be developed. SDC teachers would benefit from more direct support with the curriculum. Collaboration time needs to be increased and lead effectively. More time with a protected agenda focused to student achievement. Planning time needs to be organized, structured, and data-driven. SDC numbers must be protected. At this time there are too many students in each of the SDC rooms and it therefore individualized and specialized instruction is not provided.
Potential for Improvement	Providing the opportunity for greater mainstreaming, staff development in intervention and high quality instruction, leadership that monitors for high quality instruction, full participation by principal in IEP and SST meetings, disability training, quality collaboration must occur and be organized, focused, and data driven, students must be provided with instruction that meets their accommodation and modification needs.

	District Assessment Survey
Roles and Responsibilities	Executive Director Educational Services: Compile Data, share with Management Team, and define results.
Process	District sites completed APS. DAS was compiled in collaboration with district Management Team. Share results at stakeholders meeting.
Findings	Curriculum needs to be used with fidelity. RTI is not being used across the district effectively. Pacing guides need to be continuously revised. PD needs to occur on RTI, EPCs, and components within the DAS.

Potential for Improvement	The MJUSD has annually completed the DAS for the past 3 years. The new DAS will continue to focus on ensuring current curriculum is used with fidelity, RTI occurs, revision of pacing guides, and creation of pacing guides for social science and science, providing the newest ELA materials including intervention pieces, and consistent collaboration with parents and community.

	English Learner Subgroup Self Assessment
Roles and Responsibilities	Coordinator Educational Programs: compiled Data. District Support Team: analyzed Data
Process	Coordinator Educational Programs completes ELLSA and meets with District Support Team and Site Principal to define areas of focus. Share results at stakeholders meeting.
Findings	English learners at Ella are not progressing at the expected rate on the CELDT (AMAO 1). In addition to the low performance on AMAOs 1 and 2, EL students at Ella are not performing at Basic or higher on the CST.
Potential for Improvement	Please see page 18 for detailed description of potential for improvement.

III. DEMONSTRATION OF CAPACITY TO IMPLEMENT SELECTED INTERVENTION MODELS

The Marysville Joint Unified School District has the capacity to use SIG funds to provide adequate resources and related support to Ella Elementary School in order to implement, fully and effectively, all required activities of the **Turnaround model**.

This capacity is demonstrated through the following description of the roles and responsibilities of collaborative partners involved in developing and implementing the MJUSD's SIG plan for Ella Elementary School. The MJUSD has a viable plan and sufficient personnel and other resources to successfully implement all selected intervention(s). The Marysville Joint Unified School District is applying to serve all Tier I schools within its jurisdiction (Ella Elementary School).

Please refer to included subsections for specific details. (Needs Analysis, Process and, Rationale for Selection of Intervention Model(s), Recruitment, Screening, and Selection of External Providers, Alignment with other Federal, State and Private Resources with the Selected Intervention Model(s), Modification of LEA Policies and Practices, Sustainment of Reforms After the Funding Period Ends, Annual School Goals for Student Achievement, and Consultation with Relevant Stakeholders)

In reviewing professional development offered to leadership, it is evident other than AB 430 training, site administration has not been provided adequate training on the nine Essential Program Components or any other best Practice models such as RTI or PLCs. School Improvement Grant funds will provide essential resources to meet the extreme academic needs of Ella Elementary students. The MJUSD is fully committed to using these funds in a timely and efficient manner to provide adequate resources in order to raise substantially the achievement of students to enable Ella Elementary to make adequate yearly progress and exit improvement status. The turnaround program focuses on improving overall student achievement levels by engaging school administration and staff in an intense leadership program focused on building collaborative relationships through professional learning communities amongst staff,

families, and community to provide a paradigm shift in how instruction is designed, monitored, and delivered to students. The School Improvement Grant will provide all educators at Ella Elementary School with time, training, and support, tied to improved student achievement. School leadership teams and district-level staff members are engaged in the program at multiple levels over the three-year program period with support from the district Turnaround Office. The Turnaround Office will provide concentrated and coherent resources and expertise to Ella Elementary. The principal and his team continue to work collaboratively to refine the comprehensive school turnaround plan with pinpointed focus on raising student achievement at all levels. All program components will occur under the guidance of the district's Superintendent/Turnaround Leader and external support from Sacramento County Office of Education and oversight by the Turnaround Office.

In conducting the needs analysis, it ha been established that district oversight has not occurred with enough frequency or specificity to promote consistent and positive change. Emerging research indicates that states and districts are well positioned to take a lead role in enabling, driving, supporting, and sustaining school turnaround efforts through the creation of a designated turnaround office (Mass Insight Education 2007; 2009). The turnaround office is charged with directing statewide turnaround efforts, appointing senior leadership to direct and coordinate the turnaround efforts at School Improvement Grant sites, allocating resources to support the turnaround office, developing strategies related to specific turnaround options, pursuing changes to formal policy and informal standard operating procedures to empower schools to implement their turnaround strategies, identifying schools to receive targeted turnaround interventions, devising procedures for determining which strategy to pursue at each identified school. Providing schools "the appropriate operating flexibility, resources, and support required to reduce barriers, and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement" (Mass Insight, 2009). In addition, the turnaround office establishes partnerships with external providers where appropriate (Sacramento County Office of Education), mechanisms for keeping stakeholders informed about the turnaround process, and regular

communication with districts and schools engaged in the turnaround process. The Turnaround Office holds the site administration and site accountable for short-term progress leading to long term academic gains and reports directly to the district superintendent.

The superintendent is committed to focusing district attention on Ella Elementary's needs. Participation in the program requires a three-year commitment from the district and site stakeholders. Completion of the Turnaround program components and implementation of the turnaround plan occurs during all three years; with emphasis during year three to ensure sustainability and further advance student achievement gains that have been obtained. Upon successful completion of each year's proof of gains in Turnaround achievement goals, all staff supervised by the site principal at Ella Elementary will be eligible for School Turnaround funding incentives. To recruit, place, inspire and retain staff with the skills necessary to meet the needs of the students in the turnaround program at Ella Elementary, the MJUSD will implement (1) financial incentives, (2) increased opportunities for promotion and career growth, and (3) more flexible work conditions including additional time for collaboration. All of these strategies are designed to identify and reward school leaders, teachers, and other staff who, in implementing this model, have show evidence of increased student achievement.

USE OF CALIFORNIA'S STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS

All staff at Ella Elementary will receive training in the nine Essential Program Components. All teachers will be trained in specific Open Court Reading (K-5) and McDougal Littell (6) components using teacher modules provided by SCOE. An independent math consultant with experience as a SCOE consultant and SAIT provider will continue to assist teachers in acquiring the skills necessary to effectively implement the Saxon math program. The principal will be trained in successful implementation of core ELA and Math curriculum. All teachers and administration will be trained in High Quality First Instruction, Effective Data Meetings, and Algebra for All Content Modules. To share a common dialogue and promote collaboration, the site principal will attend all

training and be released by the site's Student Services Administrator. School Improvement grant funds will be used to support research-based and effective, sustainable school improvement activities such as Professional Learning Communities, Response to Intervention, Project GLAD, Cognitive Coaching, and Love and Logic, that increase the likelihood that all students learn challenging academic content and achieve proficiency on state assessments in reading/language arts and mathematics.

CURRICULUM PACING AND APPROPRIATE USE OF INSTRUCTIONAL TIME

Ella Elementary will establish schedules and implement strategies that provide increased learning time for both students and teachers through several measures. The school day will be extended and restructured to increase instructional time across grade levels. Additional highly qualified teachers will be hired to provide release time for teachers to articulate. Extra duty funding will be used to provide teachers time to articulate. The current plan is to run a seven hour school day for all grades except Kindergarten. Students will receive 40 minute lunch breaks and 30 minutes for recess breaks. This increases the instructional minutes for 1st - 6th grades to 345 minutes a day. This is approximately a 10% average increase in instructional time for all students. The kindergarten program will be extended to 255 minutes a day to offer extended day kindergarten.

Instructional time for teachers will also increase by approximately 10% and SIG funds will be used to increase teacher salaries appropriately.

Increased Instructional Minutes

	K	1	2	3	4	5	6
State Minimum Minutes	180	230	230	230	240	240	240
District Average Daily Minutes	210	291	291	291	311	311	345
2009-2010 Ella Current	210	290	290	290	310	310	345
2010-2013 Ella Projected	255	345	345	345	345	345	345
State Minimum Annual Minutes	36000	50400	50400	50400	50400	50400	57342
District Average	37801	51479	51479	51479	54881	54881	60728
2009-2010 Ella Current	37800	51420	51420	51420	55020	55020	60800
2010-2013 Ella Projected	44100	61200	61200	61200	61200	61200	61200

Time will be banked to ensure Wednesdays will be early release days for students and structured teacher planning time and data collaboration meetings required for teachers will occur in the afternoon. The first and third Wednesday will be for structured data meetings, the second Wednesday for Professional Development based upon needs identified by data meetings and the fourth Wednesday for staff meeting and instructional planning.

	Number of Days	Daily Minutes	Annual Minutes
Kindergarten			
Full Days	140	255	
Minimum Days	40	210	44100
First through Sixth			
Full Days	140	360	
Minimum Days	40	270	61200

A school-wide "response-to-intervention" model will be designed. As the site staff is hired and begins to receive staff development in Professional Learning Communities, teachers will meet to create a plan of action that ensures that over the three year grant period, RTI becomes a systemic and school-wide implementation.

Through analyzing the APS, LRE, ELSSA, and site visits by our external providers, it is evident Response to Intervention is not effectively used at Ella Elementary. Students are not receiving instruction based on individual needs. Within an effective Response to Intervention model of service delivery is the philosophy that all available and qualified adults on a given school site, support the instruction and intervention activities throughout the school day. Effective use of all support staff is essential to an RTI model. Within strong intervention work, a goal will be to decrease the size of the intervention groups. Six intervention support staff will be provided to Ella School in order to support the instructional activities in all classrooms. This group of staff will work directly with the classroom teachers and all other support providers to ensure the instructional and behavior interventions are being delivered within the smallest group setting possible. They will provide direct instructional support to both general and

special education teaching staff through activities such as small targeted reading and math skill groups, re-teaching, and support with independent student work.

In addition, highly qualified teachers will be integrated into the after school After School Education and Safety (ASES) program to provide one additional hour of instructional time each day as an extension of the school day. ASES is offered to all students at Ella Elementary. The ASES program at Marysville Joint Unified School District was established in December 2006 to provide after school enrichment to students at thirteen different schools. The program supports students through homework assistance and tutoring that complements regular curriculum and classroom instruction. The developmental growth of each student is promoted through various enrichment elements and activities based on students' needs and interests. Activities include, but are not limited to art, physical fitness, health promotion, music, career awareness, recreation and community service learning. Our focus is to provide students with a safe physical and emotional environment while creating opportunities for relationship and skill building.

Ella Elementary School will work with the ASES program to directly target at-risk students. School Improvement funding will allow a certificated teacher to work with students and program staff for one hour after the regular school day ends. A credentialed teacher will enhance the academic component of the ASES program by better aligning activities and tutoring sessions with content standards. The certificated teacher will design lesson plans, organize student groups, facilitate tutoring sessions, and measure student progress. The certificated teacher will provide support to the five instructional assistants funded by the ASES grant. The certificated teacher will integrate the afterschool program with regular day instruction, ensuring after school tutoring sessions effectively target student needs. The certificated teacher will work with students and program staff for one hour after the regular school day ends to provide academic and enrichment activities aligned to content standards and regular day curriculum. Students who participate in the afterschool program have improved homework completion rates, test scores, and regular day attendance. Coordinating with

a certificated teacher will encourage and support increased intervention and higher student achievement. After school transportation will be provided for the increased student numbers through SIG funds.

Funding will be provided to allow highly qualified teachers to work in collaboration with our after school ASES program. Teachers will work hand in hand with ASES staff to provide direct instruction of key English language arts and mathematics standards scaffolded to specific student needs enhancing accelerated achievement of grade level standards. Funding will also be made available for small group and one on one tutoring by highly qualified teachers before and after school. Additional instruction will include standards based pre and post assessment and intervention plans tied to students' specific standards based needs.

Ella Elementary will use SIG funds to hire a Physical Education Instructor to help students meet the state mandated minutes for physical education. The instructor will use the time to help develop healthy choices and lifestyles for all our students. Students will learn about good nutrition and how physical exercise will help stamp out childhood obesity. Students will be taught how to use equipment correctly and how games can be fun, entertaining, and helpful in developing a strong core muscle groups in their bodies. Students will be challenged to be a part in daily activities that will include jumping rope, dancing, soccer, flag football, basketball, obstacle courses, and other physically demanding exercises. Classroom teachers will be taught how to use these same games during their physical education time on the days that they are not with the instructor. Classroom teachers will also use this time to help provide small group instruction for students that are struggling on certain key standards. Teachers will rotate the groups to make sure that students who need intervention do not fall behind in school. With this team approach students will grow academically and physically. The physical education teacher will also work with the ASES program on Wednesdays when students are released early for teacher articulation. This will allow the after school program to serve students whose families may not be able to accommodate the early release days. It also allows students to continue with enriching physical education and health activities.

To provide students with academic, social, and personal enrichment opportunities year round, Ella Elementary School will annually provide four to five one-week long focused Intersession Academies taught by Ella Elementary's highly qualified teachers. The academies will focus on core subject areas. The academies will be offered to all Ella Elementary students through a Response to Intervention plan. Students who struggle in specific academic areas and students who demonstrate exceptional academic abilities in core areas will enhance their cognitive skills and abilities with focused instruction on their specific ability levels. While the academies focus on academics, they will also provide students with unique and engaging intervention activities and lessons. The academies will also help support personal development and social development advancements of students. The academies will increase instructional time for students, offering an opportunity for students to stay motivated and engaged in academic activities and decreasing many behavioral and emotional issues that often occur over the breaks in the school year when students are faced with boredom and a lack of routine. Transportation will be provided for students.

The duration of our KinderCamp program will be expanded. Currently the KinderCamp program is funded for four weeks. It will be expanded to 5 weeks or more. KinderCamp staffing will be coordinated so that the preschool teacher at Ella Preschool and the kindergarten teacher at Ella Elementary School are hired to work together (not staff from outside Ella School). Our pre-kindergarten summer program (KinderCamp) will be offered to all incoming students. The curriculum used at KinderCamp directly feeds into the SBE approved curriculum in Kindergarten. KinderCamp gives incoming kindergartners an additional month of learning. The KinderCamp teacher contacts incoming kindergarten family prior to the first week of the school year. The kindergarten teacher will provide a family Back to School night prior to the first week of the school year. In addition, the preschool program at Ella will be expanded to serve more Ella Elementary students.

FACULTY PROFESSIONAL DEVELOPMENT ACTIVITIES, COLLABORATION, AND INSTRUCTIONAL SUPPORT

Through the needs analysis stakeholders recognize staff at Ella Elementary need intensive support in resources that give educators the support they need to effectively work with greater knowledge and skill and less time commitment. These strategies will include providing the site with subject specific Curriculum Turnaround Specialists (CTS).The Curriculum Specialists will be well trained elementary Teachers on Special Assignment from within the district. The CTS will work directly with teachers providing demonstration lessons, participating in a formalized peer review process as a formative evaluator via preview/review of lessons and immediate feedback through walkthroughs, collaborating with colleagues to construct exemplary lessons and curriculum planning, serving as a classroom teacher to provide teachers time to articulate without interrupting student instruction or decreasing learning time, serve as an official liaison between the school site and Educational Services, conducting strategies for identifying the professional development needs of the staff, leading professional development activities, including the formation of professional learning communities and Response to Intervention teams, sharing instructional leadership with principal, serving as a resource to the School Advisory Council, working with school administrators to develop, implement, and evaluate the school's Turnaround Plan, developing relationships with community members, and seeking mentors and/or resources from the community (students, parents, business partners) to aid in meeting the goals of the Turnaround Plan. The instructional coaching provided by the Curriculum Turnaround Specialists will include working with groups of teachers and setting aside a significant portion of their time to offer classroom modeling, supportive feedback, and specific observations of individual teaching practices. Effective CTSs must possess: pedagogical knowledge, content expertise, and interpersonal skills.

All data analysis and input from stakeholders' meetings point to the absolute need for time for teachers to have professional discussions. In addition to site directed collaboration time mentioned above, each teacher will have access to at least three

additional release days to act as Teacher Leaders. On each of these days, teachers will be released to observe instruction in classrooms throughout the school. The Reciprocal Coaching done by peers involves many of the same elements as the instructional coaching done by the CTSs. Through this process teachers will build skills in cognitive coaching, becoming more aware of their own thinking processes and fostering independence in learning. By providing personal insights into the learner's own thinking processes, cognitive coaching builds flexible, confident problem-solving skills. Teachers will complete an observation form for each teacher visited that includes documentation of teacher's lesson objective, student engagement strategies, the grade level and standards addressed. Cognitive coaching elements will be used in that the teacher only observes and provides feedback on things that are specifically requested by the teacher. Not only will the visiting teacher see successful strategies with students first hand, extra duty pay will be provided for the Teacher Leader and visited teacher(s) to meet to provide feedback, collaboration, and planning before and after school.

The MJUSD also plans to provide presenters with SIG funds to provide training on the following PLC topics: Redefining professional learning through a cycle of continuous improvement, Building and sustaining professional learning teams, Raising achievement through school improvement planning, Data tools that support sustained improvement, Assessing the impact of professional development , and Professional learning that changes classroom practice. MJUSD also plans to provide presentations on RTI where staff will learn how to develop stakeholder support, establish leadership and a school-based RTI problem-solving team, garner parent involvement, use data to monitor progress, and implement models of intervention, and discover how RTI is most effective when built on the Professional Learning Communities at Work model, and gain practical knowledge for creating three tiers of interventions—from basic to intensive—to address student learning gaps.

Ella Elementary School has taken several beginning steps toward a Response to Intervention model of service delivery with the overall goal of providing an exemplary instruction and intervention program to ALL students. The Special Education staff is an

integral part of any RTI framework. Within an expanded academic intervention model, Ella will be utilizing a learning center model to provide academic and behavioral intervention to all students, regardless of whether they have an Individualized Education Plan (IEP) or not. In order to support this effort to provide high quality academic intervention, Ella School Special Education staff will require an increase in teaching staff by 1 FTE. Three Special Education teachers will allow for the implementation of IEPs for all Special Day Class and Resource Specialist designated services. In addition, teachers will be able to move forward with plans to provide instructionally relevant mainstreaming for all Special Education students and will be able to support general education classrooms by providing intervention services both inside and out of the classroom. Special Education staff will also take a leadership role with the monitoring of the academic interventions and will provide a much increased level of support to the general teaching staff regarding differentiated instruction and accommodations and modifications. This will allow the teachers to adequately cover instruction of the essential standards of the various grade and instructional levels within the classrooms. A priority identified in the LRE assessment is instructionally relevant mainstreaming. A key variable to successful mainstreaming of SDC students is the relationship between the Special and the General education teacher. Coordinating and collaborating with general education teachers will allow the effective team-relationship to build and best support students. SIG funds will be utilized to provide the teacher salary for the additional SDC teacher.

Based on findings from the district needs assessments, the District Support Team believes promoting strong articulation between preschool and kindergarten is an essential component to increasing student achievement at Ella Elementary. Our Ella Preschool is a unique program that focuses not only on the overall development of the preschool age child, but focuses on promoting family literacy as well. Our Pre-Kindergarten Family Literacy Program provides services to students and their families. Students participate in either the morning or afternoon preschool session. Our contract for services from CDE stipulates that we offer a 3 hour and 15 minute program for 175 days during the school year.

Our Ella Preschool is also one of three participating schools in our MJUSD and First Five Yuba School Readiness Program. Students, parents and siblings 0 through age 5 have access to weekly workshops that focus on family literacy, parent and child together time, and monthly meetings that are coordinated by our School Readiness Staff (bi-lingual Outreach Specialist and Health Specialist). Our goal is to improve child development, improve child health, improve family function and improve systems of care. Preschool staff is provided multiple opportunities throughout the year for quality staff development: focusing on integrating the Prekindergarten Learning Foundations, Early Childhood Environmental Rating Scale and the Desired Results Developmental Profile-Revised (DRDPr).

In order to support this collaboration the district will continue to support with other district resources the existing School Readiness Program. Using School Improvement Grant funds, monthly articulation meetings will be established between preschool teacher and kindergarten teacher in which information will be shared in pertaining to content standards (kindergarten standards and the Pre-kindergarten Learning Foundations), assessment (kindergarten benchmarks and DRDPr) and effective teaching strategies. Multiple opportunities will be established for release time so that kindergarten teacher and preschool teacher may shadow one other during the instructional day. End of the year assessment data will be shared with the kindergarten teacher and administrator for kindergarten class placement of preschool students. The preschool teacher and kindergarten teacher will engage in curriculum alignment, and as mentioned expand the existing KinderCamp Program.

CAPACITY TO DEVELOP, ACCESS, AND ANALYZE STUDENT PERFORMANCE DATA TO INFORM AND MODIFY INSTRUCTION

The MJUSD will form a collaborative partnership with Education for the Future, a not-for-profit initiative located on the California State University, Chico campus that focuses on working with schools, districts, State Departments of Education and other educational service centers and agencies on systemic change and comprehensive data analyses that lead to increased student learning. All staff at Ella Elementary will participate in this high quality; research based professional development, beginning with intense study of Professional Learning Communities (PLC). In addition to working with Tri-County BTSA for PLC support, the MJUSD will also modify presentations from CDE's Taking Center Stage: ACT II. "The *Taking Center Stage—Act II (TCSII)* Professional Learning Activities (PLAs) are designed to help educators access professional growth opportunities any time, and any place… as a "jumping off point"— a place to begin—while (we) plan (our) own powerful staff development with a focus on closing the achievement gap at (Ella Elementary)."

In addition to intense training in appropriate data analysis techniques, Education for the Future will assist Ella Elementary's staff in developing a powerful and meaningful vision and mission. Time and funding will be provided for weekly data articulation meetings in Professional Learning Communities of cross grade level teachers and RTI teams. The goal being to analyze demographics, perceptions, student learning, and school processes moving from simply data gathering to actual use of the data to provide immediate triage of student needs in a continuous improvement cycle and provide comprehensive information about how the school is doing in relationship to its guiding principles of teachers being clear on their purpose and on what they expect students to know and be able to do.

Ella Elementary will have focused support through a new "turnaround office" supervised by the superintendent and overseen by the district's Executive Director of Educational Services. The goal of the Turnaround Office is to ensure that the school receives ongoing, intensive technical assistance and related support from the Marysville Joint

Unified School District and the Sacramento County Office of Education. The Executive Director of Educational Services will oversee the School Improvement Grant. The principal maintains educational leadership of the site with experience in curriculum leadership and improving student performance. The superintendent will visit the site on a regular basis, at least twice a month. Once to concentrate on program evaluation and monitoring of walkthroughs, and a second time to monitor and evaluate student performance, and meet with the site principal to go over site outcomes and expectations, ensuring that the velocity of the plan of action is consistent. At least one of the visits includes the monthly walkthroughs. Over the three year period of the grant funding, the support of the Turnaround office will be weaned away as the capacity of the site to maintain achievement goals grows.

The Turnaround office will consist of appointed senior leadership (Executive Director of Educational Services) to direct and coordinate the state and district's turnaround efforts. School Improvement Grant funding will be used to allocate resources to support the turnaround office. If necessary, the Turnaround office will pursue changes to formal policy and informal standard operating procedures to empower Ella Elementary to implement their turnaround strategies. The Turnaround Office will provide schools "the appropriate operating flexibility, resources, and support required to reduce barriers and overly burdensome compliance requirements and to enable a school-wide focus on student needs and improved achievement" (Mass Insight, 2009). In addition to working with the external providers mentioned earlier, the Turnaround Office will be responsible for seeking out other LEAs to partner with to share expertise and lessons learned that can build upon and sustain success.

In holding schools responsible for short-term progress leading to long-term academic gains, the turnaround office's Data Facilitator will provide Ella Elementary staff with data and support at a moments notice to support articulation and collaboration in regards to student achievement, surveys, pre and post testing, professional development, and academic trends freeing educators up to do what they do best …promote high quality academic achievement.

Proposed structural data support improvements will institute a unified data-driven system for measuring changes in instructional practices that result from professional development. Through the Turnaround Office, the scope of data will be centralized, broadened, and packaged into a "user-friendly" toolbox for use by the superintendent, Educational Services, Curriculum Turnaround Specialists, and most importantly the site educators. This requires a centralized database and database specialist. Currently, all of the pieces for this concept are scattered in various student tracking software systems and professional development records making retrieval of the information a time consuming endeavor for each stakeholder. However, a centralized database specialist that ties the individual teacher professional development training and student test scores while factoring in environmental, behavioral, and program support data will help facilitate strategic use of said training and define future professional development that promotes student proficiency and an academic team environment at the site level.

To meet the task of the Turnaround strategy a unified and concept driven agenda must be presented thereby avoiding double work, or working at cross purposes by the many stakeholders involved. Data such as pre and post training surveys, classroom walkthroughs, post training reviews, strategy agenda and follow-up documentation, meeting topics, agendas, minutes documentation, and progress reports must all be generated and distributed to the appropriate stakeholders to effectively keep the toolbox in good working order. The administrators, principal and staff are then equipped to skillfully focus on the students needs and how best to serve them as an academic team. For example, the principal would be able to develop an outline of professional development review based on what teachers have already attended in the past five years. The outline would serve as part of the agenda for weekly staff meetings, professional development, and Turnaround Team Meetings. Having the outline pre-determined would allow time for the principal to foster an academic team environment, with small goal challenges to reach for as a team e.g. for a week/two weeks time period each grade level will focus on a specific standard or instructional strategy that can be highlighted throughout lesson plans. The principal will look for evidence of the implementation of the specific standard/strategy as well as overall outline objectives, in

use and/or highlighted during routine walkthroughs and report back positive observations at the next staff meeting. Observations will also be available as a tool for one-on-one or grade level coaching. The academic team will fine tune what is working and what is not working targeting specific areas of weakness within a standard without waiting for six week assessment scores to reveal student achievement. Grade level teachers will have a forum for regular planning and sharing strategies and ideas promoting student achievement within their site-level professional learning community.

Appropriate items from staff meetings, goal achievement benchmarks and recognitions, tips, "tutoring" advice and online resource links for parents, would be included in a monthly/quarterly electronic newsletter available on the district web-site, thereby broadening communication on all levels without incurring the cost of traditional paper newsletters. After three years, this academic team will be a model professional learning community (PLC), continually developing and implementing high quality first instruction, and will be ready to lead/support the district as a whole in the necessary broadening of the PLC.

The MJUSD will provide the incoming staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies regarding subject-specific pedagogy, coaching, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction, and teacher collaboration. In addition, additional supports and professional development will be provided to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learner students acquire the English proficiency (language) skills necessary to master academic content within a certain time period.

This support and training will be provided through Sacramento County Office of Education, Education for the Future, Curriculum Turnaround Coaches, Professional Learning Communities and Response to Intervention presenters. Professional Development will be focused on Turnaround Program goals tied to State Board approved core curriculum, and supplemental curriculum currently supported by the school district (Step Up to Writing, Read Naturally, Accelerated Reader, Accelerated Math, Board Math, and Board Language). EL focused intervention and differentiated instruction will be supported through the GLAD Project. In addition, training will focus on data analysis training, and Professional Learning Communities tied to Turnaround Curriculum Specialist and Site principal walkthroughs.

Project GLAD is a model of staff training for language acquisition. Teachers are trained to modify the delivery of instruction of students to promote academic language and literacy. GLAD has two components. The first component is the "what" of the language acquisition model. The "what" is that the Guided Language Acquisition Design (GLAD)

provides an organizational structure for an integrated, balanced literacy approach. The integration, of listening, speaking, reading, and writing into all content areas and the interrelating of science, social studies, and literature with each other, underscores research that language is acquired most effectively when the emphasis is on meaning and the message. Language, any language, should be acquired while studying something of interest or real life use. Writings in the field of brain research and standards-based instruction reinforce that by integrating the content areas and direct teaching of metacognitive strategies, learning is made more relevant and meaningful, thus insuring more efficient and effective learning. The strategies and classroom implications foster a risk-free, cross-culturally sensitive environment within which students are able to acquire academic language and concepts. Although, as written, the GLAD model is intended for English language acquisition for English language learners, it is valuable for acquisition of language for all students. The structure, strategies, and classroom implications, are invaluable in a multilingual setting.

The second component is the "how" of the staff training. Element 1: Theory and Research: Training in theory and research with practical classroom implications and applications, occurs over a two-day period. It covers the works of educators across the disciplines: reading, writing, brain compatible teaching, language acquisition, cross-cultural respect, primary language, and coaching. Research is directly tied to specific classroom implications, strategies and organization. Element 2: The Demonstration Lesson: Observation of a demonstration session occurs in a classroom all morning for one week. The unit is grade level and standards based. It is written by the team of trainers. One of the trainers is working with the children, presenting the strategies. The other trainer is coaching the teachers who are observing in the back of the room. This coach is explaining what is being done, why, and generally answering questions concerning the lessons. Afternoons are spent on feedback, collaboration, and planning. Seeing successful strategies with students is the most effective method of promoting change. Element 3: Follow-up and Coaching: This element reduces time out of class as it promotes meaningful follow-up. The trainers visit classrooms to provide encouragement and assistance, if requested. This model uses cognitive coaching

elements from Art Costa and R. Garmston in that the coach or trainer only observes and provides feedback on things that are specifically requested by the teacher. (http://www.projectglad.com/)

The Tri-County BTSA Induction Program will partner with the district to work with Ella School, Marysville Joint Unified School District (MJUSD) to support their implementation of the School Improvement Grant (SIG). Tri-County BTSA will work with school administration and district leaders to ensure that teachers placed at Ella School are given the full support they require in order to implement effective, research-based strategies, and ultimately to increase student achievement. Currently, Tri-County BTSA is applying for a grant that will serve Ella Elementary through PLC development. The Tri-County BTSA Induction Program has a strong relationship with MJUSD as we continue to foster the growth of highly qualified teachers. In addition the Tri-county BTSA is applying for a grant that includes Ella Elementary to provide sustained training in PLCs.

The MJUSD is also partnered with Chico state University in a CPEC grant bringing teacher residents to Ella Elementary to work with mentor teachers. Through the development of professional learning communities, the use of evidence-based and effective teaching practices, enhanced professional development opportunities, and the collaboration of special and general education teachers, Project Co-STARS (Collaboration for Student and Teacher Achievement in Rural Schools) will create a system to overcome persistent achievement gaps and significantly improve the achievement of all students, including English Learners and students with disabilities at Ella Elementary School. This project, in partnership with CSU, Chico, will include an 18 month, post-baccalaureate credential and master's program for prospective general and special education teachers, including an intensive one year teacher residency with an experienced and trained mentor. Candidates and mentor teachers will engage in intense collaboration through professional learning communities to diagnose student needs, design interventions, monitor student progress, and adjust instruction and intervention as needed. Ella Elementary School is committed to being a professional

learning community as part of their school-wide vision, shared purpose, and responsibility. The Co-STARS project will support the schools' professional development plan for improving instructional practices to positively impact student achievement.

Staff at Ella Elementary will also receive Netbooks to access our assessment management system, EduSoft, to develop and share exemplary lesson plans (complete with internet links), as an electronic grade book to give students and families immediate and regular feedback. Netbooks will provide teachers with a data tool to easily access immediate, current student files regarding calendars, attendance, discipline, assessment data, and homework to share relevant student data for student, parent, and team meetings. Teachers will also use Netbooks to keep journal observations of classroom walkthroughs, intervention plans, Professional Learning Community and professional development notes. Through SIG funds teachers at Ella will access state of the art equipment tied to integrating the profound resources of technology into instruction and intervention. This includes SMART Boards, student response systems, sound systems, document readers, flash drives, video cameras, and student computers to assist in lesson design, implementation, and sharing of exemplary instruction. These presentation tools will be used in the classrooms to enhance teacher/student communication and collaboration providing consistent opportunities for students to engage through multimedia increasing student focus and attention, ensuring all students become actively engaged in classroom discussions despite any language and/or communication issues they may be experiencing. Through this technology teachers and students will be free to move about the classroom as needed to complete learning projects. The pace at which teaching and learning happen at the site will increase. To promote exemplary lessons at the school site and throughout the district, lessons will be recorded and shared on the district website.

All existing site equipment and infrastructure will be utilized to support program goals; internet access, current wireless access points, media equipment including video equipment, email, core curriculum software, web access. Through additional site and district funds, MJUSD technical support will be enhanced providing additional hours to Ella Elementary. SIG funds

will be used to purchase equipment and software for the students at Ella Elementary. CLRN approved software such as Kidspiration/Inspiration and Accelerated Reader as well as technology components found in the district's state approved curriculum will be used. Computers with software, SMART Boards and short throw projectors, classroom response systems, sound amplification systems, Elmo projectors (ELMOs), and Kidspiration/Inspiration software will be purchased and incorporated into exemplary lessons. Teachers will receive professional development in learning to integrate, model and use these tools and resources. The sites' existing web design software will be used in the classrooms. Each site's existing web server is available for teachers and students to load web pages of exemplary instruction, lessons, and activities to assist in home/school communication. All teachers will have access to Netbooks for grade reporting, data input, and easy manipulation of online resources.

At this time, all teachers have Accelerated Reader and Accelerated Math and printer/scanners available to them. Ella Elementary has a Voice over IP system that uses the existing network infrastructure and that connect to MJUSD's central telephone system. Each classroom has a computer predominantly for the teacher to communicate, access email, utilize Aeries online report card and grade book software, as well as to monitor attendance. The MJUSD is working with elementary sites to provide online grade book capabilities in Aeries, School Messenger, classroom websites, and analyzing other online grade book products that best meet the needs of elementary sites. The current lack of computer hardware inhibits student acquisition of online resources as well as the use of any type of presentation, multimedia software, or educational software purchased with the state adopted curriculum. In the library, students use technology research for classroom activities through the internet, encyclopedia's on CDs, National Geographic on CDs, and word processing. Students and librarians use Follett's technology library automation for book check out, inventory of books, and online card catalog. All sites have plans to use this system to monitor numbers of textbooks to ensure all students have access to core curriculum.

EL/ELA classes will use technology for writing such as Kidspiration/Inspiration software to promote writing skills. Keyboard skills are systematically taught: Mavis-Beacon is the keyboard program of choice and is used successfully with ELD students. The updated

School Messenger system is used to contact all parents regarding attendance and school activities. This system supports parent involvement, attendance, facilitation of surveys, and emergency notifications. Staff uses their email accounts to keep in touch with each other and the school district. Parent surveys commend the School Messenger System attributing it to better communication and improved student success. The office uses technology for attendance, purchase orders, communication with the district offices and others by email and to generate school newsletters and memos to staff, etc.

All classrooms have internet connection with drops sufficient to handle a ratio of 1 jack: 6 computers using hubs/switches. We are in the process of expanding our cable infrastructure to provide better bandwidth, building classrooms with a 1:1 ratio (jack: computer) or the ability to connect all computers through a district wireless system. All have a 10 Gb fiber connection across WAN. Internally within each site the LAN is 1 Gb. Existing internet access equipment will be used to sustain internet in classrooms not receiving wireless internet access. All classrooms have TVs and VCR/DVDs. Each site has the following software applications: SRA software support, McDougal-Littell software support, Hampton Brown software support, Follet Library Management System, Web design software, Accelerated Reader, and Accelerated Math. MJUSD has collaborated with and all sites are implementing Edusoft to support data driven decision-making, alignment of curriculum to state content standards. Edusoft tools for data driven decision-making are already provided by MJUSD in each classroom. Each classroom is connected to the internet and each teacher has a web-based email account, access to MJUSD web page, and training provided to develop teacher web pages. Through SIG and other District funds each teacher will be provided a SMART Board, ELMO and TV system with peripherals for easy media presentation and online video feed. SIG funds will provide wireless access to support all teacher classrooms and allow students to access curriculum based software. Computers and Netbooks will be used to support core curricular lessons and enhance students' access to writing and reporting tools.

The curriculum for all students will emphasize the integration of higher order thinking skills, authentic tasks, and mixed-ability groupings using technology as a tool. Composition, comprehension, and applications of skills will be spotlighted. At-risk students will have

opportunities to learn and practice basic skills in the context of working on authentic tasks (Means, Chelemer, & Knapp, 1991). The use of technology will engage students in challenging, authentic learning: "Teachers can draw on technology applications to simulate real-world environments and create actual environments for experimentation, so that students can carry out authentic tasks as real workers would, explore new terrains, meet people of different cultures, and use a variety of tools to gather information and solve problems." (NCREL) Technology increases the complexity of the tasks that students can perform successfully, raises student motivation, and leads to changes in classroom roles and organization (Baker, Gearhart, & Herman, 1994; Dwyer, Ringstaff, & Sandholtz, 1990; Means & Olson, 1995). Technology also enables students to work together while researching topics and creating presentations. Tools such as word processing, database, design, and graphing software will help students obtain, organize, manipulate, and display information. Using the computer, students write longer, more complex sentences and are more willing to revise and edit their work; they are able to concentrate on the thoughts they want to express rather than the mechanical skills of penmanship, spelling, and grammar (Hornbeck, 1990). Funds will be used to ensure that teachers have adequate opportunities for professional development in technology and that the success of this training is monitored via assessment and survey data.

The Edusoft system is a central tool in data driven decision-making. Ella Elementary staff will receive training and support for: State Assessment Analyzer, Interim Assessment Tools and Curriculum, and Course Management System. Teachers will utilize Netbooks in support of Edusoft. Teachers will use Netbooks to share lesson plans (complete with internet links), send to teams of students and then collect completed assignments in the same wireless mode. Teachers will use the Netbooks as an electronic grade book and to give students immediate and regular feedback. Netbooks will provide teachers with a data tool to easily access immediate, current student files regarding calendars, attendance, discipline, and homework to share relevant student data for student, parent, and team meetings. Teachers will also use Netbooks to keep journal observations of classroom visitations.

New network cabling at Ella would allow the site to take advantage of network hardware upgrades that have happened over the last few years. It would drastically increase the speeds of online software packages such as Edusoft and Accelerated Reader online. When done in synchronization with a wireless solution, it will allow us to reach our students anywhere on campus with not only their computers but also any portable devices they may have. The goal is to make every possible method of communication available to every student while on campus. Ella is scheduled to receive network cabling through E-Rate in the next two years.

The needs analysis shows, educators at Ella Elementary must take on site stewardship for promoting student learning and work collaboratively to promote a strong team spirit. Teachers at Ella will be encouraged to take on teacher leader positions with greater responsibility to provide professional development, mentoring, and data analysis at the site and across the district leading to accelerated student performance. Teachers at Ella Elementary will be offered an annual performance incentive. These performance incentives will be based on student growth and state tests and district benchmarks. For agreeing to work at Ella and implementing the Turnaround plan to fidelity full-time, highly qualified administrators and teachers will receive an annual payment of $5,000 if all achievement goals in the Turnaround plan are met. All support staff will receive an annual payment of $1,000 if all achievement goals in the Turnaround plan are met. By awarding the entire school faculty for improved performance, school-wide, rather than just individual teachers, teachers and staff are motivated as a collaborative team in support of all students, not just those in their direct pervue. The entire staff must be engaged in and dedicated to this process wholeheartedly if success is to be realized. If the achievement goals are not met, the funding set aside for bonuses will revert to funding summer professional development for staff and the extension of the student learning academies.

The alternative governance structure will include the district superintendent taking direct responsibility at the school site through the Turnaround Office. The superintendent will complete monthly classroom walkthroughs with the site administrator. Walkthroughs will

be a part of the site administrator's performance evaluation. The new site principal has been selected specifically for Ella Elementary for his years of experience drastically improving our lowest performing elementary school's student achievement as noted on the following graphs. He is an effective leader, able to inspire a shared vision, guide staff through the challenges of the study of school results, enable others to act through planning, plan implementation, professional development and partnerships, model the way through consistent actions, and encourages teachers by reminding them of the purpose of the school and why they got into teaching into the first place. (Using Data to Improve Student Learning: Victoria Bernhardt, Ph.D.) As the site educational leader at a Turnaround site the MJUSD will allow the site principal increased flexibility to manage the site; however, accountability stakes are set higher with a clear monitoring process of responsibilities and expectations. The key to the success of the Turnaround Model is to provide autonomy with a consistency of implementation and oversight.
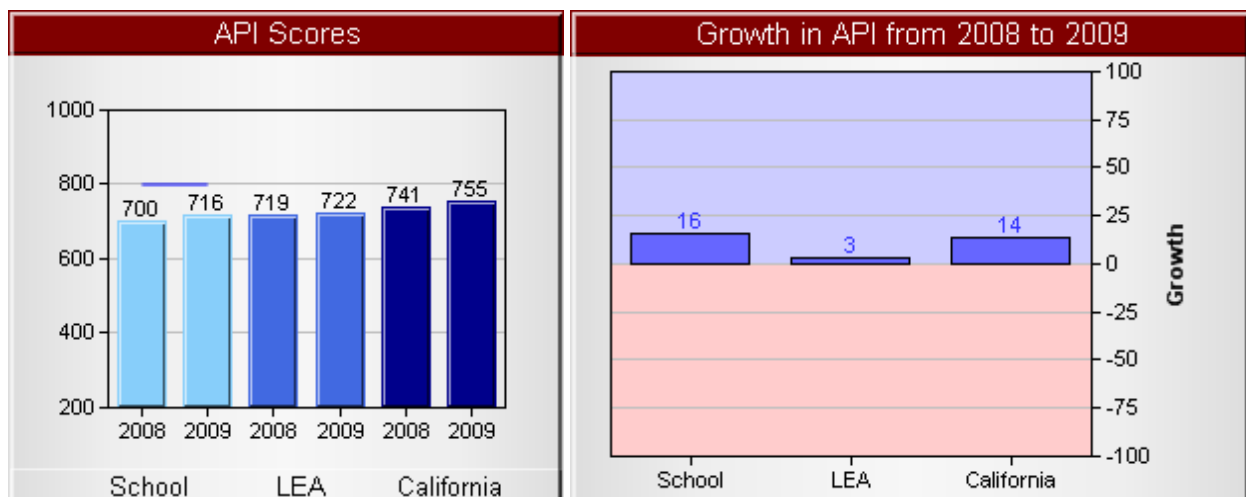
Ella Elementary School is over 60 years old and remains an iconic focal point in the community. Our parents, students, and teachers take pride in the school and strive to keep it in good condition. Modernization plans include a new and expanded parking lot and a field makeover. Our campus also received a new coat of paint. Future plans include a new office building on 7th Avenue which is closer to the parking lot and will reduce student exposure to traffic, creating a safer environment for our students.

Ella Elementary School has adopted a Safe School Plan to ensure the school site environment is conducive to academic achievement. It is a working document reviewed on a regular basis with active participation from all stakeholders including parents, students, staff, and community members. Discipline policies are consistently enforced and are fair to all students. Safety drills are routinely practiced, so students and staff are familiar with appropriate emergency responses. Student rosters are updated regularly in the event of an emergency. Procedures are in place in each classroom to quickly alert emergency professionals of a missing student.

Parents are encouraged to take an active role in their children's education by becoming involved in the classroom, serving on PTO, or by helping students with homework. Parent meetings are held in the cafeteria twice a year. The principal shares tips and techniques with parents on understanding the California State Standards and assisting in their child's academic growth. Currently, Ella Elementary operates a Family Resource Center through Even Start, First Five, and our Child Development Center. At this point, the Family Resource Center is underused. Through grant activities, the center will be more widely used for families of all students attending Ella Elementary with the beginning of the 2010-11 school year.

As part of the Turnaround Plan, Ella Elementary has made connecting with families and the community a top priority, providing ongoing mechanisms for family and community engagement such as Parent Nights, EL classes for parents, Love and Logic, Science Fair, Student Presentations, Site Festival, consistent and direct requests for parent volunteers, and parent classes. Through the Family Resource Center, the Ella Elementary School Parent Academy will provide education opportunities for parents. Parent Academy offerings will be designed to help families support their child's education. The workshops will run during evening hours or on Saturday mornings. Programs will be led by parents, teachers, community and local agency leaders. Childcare will be provided. The workshops cover a host of disciplines such as: Music, Technology, Mathematics, English Language Arts, Science and Health, and topics like understanding California State Standards and the Nine Essential Program Components.

Other programs help parents learn how to advocate for their child, how to unlock their child's natural abilities, and how to motivate the unmotivated learner. Opportunities will also be available for parents to learn new skills for their own personal growth.

Workshops for families will address how to interpret state testing and district benchmark scores, providing resources to support their child's learning, and offering ideas on ways parents can help improve their child's academic performance. Through these workshops, parents will have an opportunity to explore California State Curriculum Frameworks and to see how testing questions and curriculum relate to the standards. The MJUSD believes parents are their child's first teacher. Workshops will explore ways parents can communicate and work effectively with teachers to support learning and develop essential literacy skills (reading, writing, speaking, listening), and math skills that are linked to curriculum standards. Many students at Ella Elementary have families that have immigrated to the United States. Assisting families in adjusting to a new culture and language, and covering aspects of the school system such as enrollment, the grading system, report cards, and rights of English learners will also be covered. A weekly roundtable meeting open to parents or other care-givers will be facilitated by trained personnel and parent leaders of Love and Logic. Through this forum, parents will have the opportunity to share their difficulties and successes, help each other talk about their frustrations, and explore different ways of dealing with everyday situations.

As the three year program continues, parents will be asked to bring their own talents and interests to site workshops including art, music, and dance. Of utmost concern to our community and district is that parents understand their rights under both federal and state education laws, and how these rights strengthen their role and involvement in their child's academic program to ensure that their child receives a quality education. Parents will be prepared to effectively work with staff and community to advocate for their children and improve their child's school.

The MJUSD is dedicated to improving school climate and discipline and providing steps to eliminate bullying and student harassment by implementing the following system of

positive behavior supports throughout the district and at Ella Elementary. A Student Services Administrator (SSA) will be hired to promote and oversee positive behavior efforts, support the site principal in educational leadership, and provide support and training to students, parents and staff in diminishing discipline issues. The position will encompass many responsibilities. The SSA will foster the growth of professional learning communities, meet with students regarding academic and social expectations, facilitate positive intervention program(s), and promote parent and community involvement. The SSA will organize academic and or behavioral intervention before, during, and/or after the regular school day, fill in for the principal to allow him to focus on the duties of an instructional leader such as walk through and longer visitations or observations, attendance at training with teachers, and facilitation of articulation. In the absence of the principal, the SSA will fill in for any of the preceding duties. The SSA would also be responsible for attending Turnaround Team meetings with the principal, site-based and outside education specialists, and district office staff.

The MJUSD is currently in contact with Kelly Graham, Executive Director of Center for Teacher Effectiveness, in regards to bringing training to the district on improving classroom and school discipline through positive and effective communication skills. He will share research-based strategies that avert problem behavior before it starts. This training in effective behavior management will assist in bringing quick turnaround to Ella Elementary and provide teachers more time for effective instruction. District professional development funding will be used to provide Ella Elementary and other at-risk sites in the district with this training.

Students in grades 5th and 6th will be chosen by teacher and staff recommendations to participate in Student Leadership. The students will be meet twice a month on Fridays to develop a leadership group that helps coordinate school spirit and lunch time activities that can take place once a month. Leaders will be encouraged to take on school projects that include helping in classrooms, recess, and beautification. The leaders will be students that are positive role models that will help build a climate of giving back to others. Students will be encouraged to give ideas and develop projects

that will make Ella Elementary a better school. The Drop out Prevention Specialist and Administrators will oversee this group and guide their participation at Ella Elementary.

All teachers in grades kindergarten through third will implement S*econd Step* curriculum with fidelity. Training will be provided to staff. All teachers in grades fourth through sixth will implement *Too Good for Drugs* curriculum with fidelity. Training will be provided. Staff, students and parents will be educated on the definition of bullying, procedures in dealing with bullying and consequences. *Choices* curriculum will be taught after school to those students who are misbehaving in class in lieu of suspension if feasible. Parents will be provided with Love and Logic parenting classes. Adequate adult supervision will be provided before and after school and during recess. Yard duty will be trained in dealing with discipline on the playground, consequences and conflict mediation. Additional security cameras will be installed on playground and in areas that are difficult to monitor as reported by staff and maintenance. The current dress code prohibits the wearing of gang colors in school. Parents and students will be educated on how to avoid and manage gang influences. Positive role models of similar demographics will be invited to speak to students and staff in regards to making good decisions in tough situations. Staff, parents and students will be surveyed annually regarding safety concerns, bullying, discipline and overall school climate. This will continue to determine areas of focus. Administration will continue to participate in the district's Bullying Task Force to strategize and collaborate with other administrators on how to deal with bullying issues happening at the site.

Please see Subsection, Roles, and Responsibilities chart on next page.

Subsection, Roles, and Responsibilities

Subsection	Roles	Responsibilities
Needs Analysis	District Support Team Stakeholders	Ensure needs analysis is annually completed, reviewed, and analyzed for fidelity by the site Turnaround Team and District Support Team.
Process and Rationale for Selection of Intervention Model(s)	Superintendent SCOE District Support Team Stakeholders	To receive input from all stakeholders and ensure that the appropriate Turnaround model is chosen and operated with fidelity.
Recruitment, Screening, and Selection of External Providers	Superintendent District Support Team Stakeholders	Ensure the External Providers are qualified and the best fit for meeting the needs the Turnaround Plan.
Alignment with other Federal, State and Private Resources with the Selected Intervention Model(s)	Site Principal District Support Team Categorical Programs Stakeholders	Ensure that appropriate dialogue takes place to integrate all available funds in the most appropriate and efficient manner.
Modification of LEA Policies and Practices	District Support Team Turnaround Office Stakeholders	Ensure that all stakeholders are aware of current policy and practice and to monitor the successful implementation of all new practices. To work with stakeholders to understand current policy and create new policy if necessary. Please see the attachments for the working draft of the MOU between the MJUSD and MUTA in regards to the SIG application.
Sustainment of Reforms After the Funding Period Ends	District Support Team Turnaround Office Turnaround Team Stakeholders	Ensure that appropriate planning occurs for the transition of operating with SIG funding to operating with the same success rate without the SIG.
Annual School Goals for Student Achievement	Site Principal Teachers Superintendent District Support Team Turnaround Office Turnaround Team Stakeholders	Ensure that data is collected and analyzed appropriately to ensure annual school goals are aligned with Turnaround plan to guarantee goals are as rigorous as possible. Continuous monitoring and sharing of all program data with stakeholders is essential in making certain all achievement goals are met and the program is systemic.

Consultation with Relevant Stakeholders	Superintendent District Support Team Turnaround Office Turnaround Team	Data such as pre and post training surveys, classroom evaluations, post training reviews, strategy agenda and follow-up documentation, meeting topics, agendas, minutes documentation, and progress reports must all be generated and distributed to the appropriate stakeholders to effectively keep the toolbox in good working order. This will occur through regular stakeholder, Turnaround Team, and District Support Team meetings. Parent newsletters, the site and district websites will be monitored by the Turnaround Office to ensure that monthly updates are provided in regards to student achievement, parent surveys, and professional development outcomes.

IV. RECRUITMENT, SCREENING, AND SELECTION OF EXTERNAL PROVIDERS

The MJUSD has enlisted the external entity, Sacramento County Office of Education (SCOE) to provide technical assistance in selecting, developing, and implementing the Turnaround model for Ella Elementary. The MJUSD has worked hand in hand with SCOE as an external support provider since 2005. Their assistance a SAIT provider to one of the district's Middle Schools resulted in the school's prompt dismissal from Program Improvement. The collaborative relationship between the MJUSD and SCOE has provided assistance in evaluating site instructional programs using the Academic Program Survey. The nine essential components evaluated in the Academic Program Survey cover areas consistently found to improve student achievement. SCOE has effectively worked with school and district leaders to provide immediate intervention and support to bring about rapid and significant improvement in student achievement in reading/language arts and mathematics through walkthroughs, intervention plans, principal mentoring, and evaluation of or district Program Improvement plans. For further detail, please see the MOU with SCOE in the MOU section.

An authorized SAIT provider, the Sacramento County Office of Education (SCOE) team is comprised of education professionals from the Capital Region representing expertise in language arts, mathematics, school leadership, and supporting students with diverse needs. Of the 19 schools SCOE worked with as a SAIT provide, 17 exited state monitoring. This includes the MJUSD's Anna McKenney Middle School. In addition to the improvement at our SAIT site, the MJUSD attributes much of the district-wide growth and site level growth at our Program Improvement sites to its collaborative partnership with SCOE (see data charts).

SCOE History of State Monitored Schools

School	District	Date Identified as State Monitored	Exit Status	Years State Monitored	School-wide API Begin State Monitoring	School-wide API Exit State Monitoring
Foothill Farms Middle School	Grant JUSD	March 2003	August 2004	2	602	656
Galt High School	Galt USD	November 2003	August 2005	2	630	729
Cordova Villa Elementary	Folsom Cordova USD	September 2004	August 2006	2	684	732
Havenscort Middle School	Oakland USD	September 2004	August 2006	2	501	544
Madison Middle School	Oakland USD	September 2004	August 2007	3	498	604
Bates Elementary	River Delta USD	September 2004	August 2006	2	672	739
Kingswood Elementary	San Juan USD	September 2004 36 mo. Review 07-08 Secondary SAIT 2008	Sept. 2009	4	694 ('04) 721 ('08)	759
River City High School	Washington USD	September 2004	August 2006	2	647	657
Bridge Street Elementary	Yuba City USD	September 2004	August 2007	3	627	702
King Ave. Elementary	Yuba City USD	September 2004	August 2006	2	674	715
McKenney Middle School	Marysville JUSD	November 2004	August 2006	2	643	704
Garden Valley Elementary	Del Paso ESD	September 2005	August 2007	2	613	649
Williamson Elementary	Folsom Cordova USD	September 2005	August 2007	2	693	721
Greer Elementary	San Juan USD	September 2005 36 mo. Review 08-09	Sept. 2009	3	703	755
Howe Avenue Elementary	San Juan USD	September 2005	August 2008	3	622	688
Elkhorn Village Elementary	Washington USD	September 2005	August 2007	2	626	694
Kennedy Elementary	Stockton USD	September 2007			649	
Montezuma Elementary	Stockton USD	September 2007	Sept. 2009	2	624	668
Van Buren Elementary	Stockton USD	September 2007			651	

In working with SCOE, the SAIT process will be followed at Ella Elementary school.

1. The district will enter into a contract with SCOE.

2. A District/School Liaison Team (Turnaround Team/District Support Team) is created.

3. The Turnaround Team completes a new Academic Program Survey (APS) of Nine Essential Program Components (EPCs) that are essential to student achievement at the beginning of the 2010 school year with Ella Elementary's new staff.

> EPC 1: Instructional Program: Do all teachers use state-adopted instructional programs on a daily basis?
>
> EPC 2: Instructional Time: Do students receive the daily instructional time allotments for language arts and mathematics?
>
> EPC 3: School Principals' Instructional Leadership Training: Has the principal/vice principal completed AB 430 Module 1 for language arts and mathematics?
>
> EPC 4: Credentialed Teachers and Professional Development Opportunity: Are teachers fully credentialed? Have teachers completed SB 472 training in reading/language arts and mathematics?
>
> EPC 5: Student Achievement Monitoring: Is the school implementing an achievement monitoring system?
>
> EPC 6: Ongoing Instructional Assistance and Support for Teachers: Do the teachers receive instructional assistance in language arts and mathematics?
>
> EPC 7: Monthly Collaboration by Grade/Program Level for Teachers: Do teachers regularly meet to collaboratively review student assessment data and plan for instruction?
>
> EPC 8: Lesson Pacing Schedule: Do all teachers use a pacing schedule for language arts and mathematics?
>
> EPC 9: Fiscal Support: Does the school plan use general and categorical funds appropriately to support the adopted language arts and mathematics programs?

4. Throughout the school year SCOE meets with the Turnaround Team to verify and discuss Academic Program Survey results (i.e., the presence of the nine Essential Program Components).

5. SCOE completes a Report of Findings that describes the status of each of the nine Essential Program Components and works with the Turnaround Team to review and build upon the Turnaround Plan.

6. SCOE's Report of Findings and Recommended Corrective Actions and benchmarks are discussed with the Turnaround Team then presented to our local Board of Education.

8. SCOE works with the school and district to help implement corrective actions.

9. The district and school supply data regarding progress no less than three times during the year.

10. SCOE monitors progress and conducts regularly scheduled site visits.

11. The data are presented to the local Board of Education at regularly scheduled meetings.

In addition to the support above, MJUSD will contract with SCOE to provide high quality, researched based professional development to all Ella Elementary educators (administrators, teachers, paraprofessionals, and support staff).

V. ALIGNMENT OF OTHER RESOURCES WITH THE SELECTED INTERVENTION MODELS

The MJUSD will provide the following federal, state, and private resources (currently available to Ella Elementary) that will be used to support implementation of the Turnaround model(s), including other district resources and services provided by the district and collaborative partners.

Resource	Program	Program Name	Preliminary Annual Allocation
0000	1001	Principal Apportionment	$1,788,047.00
1100	1009	Lottery	$17,000.00
		Total Unrestricted	$1,805,047.00
3010	4100	Title 1 Basic	$125,100.00
3010	4101	Title 1 Parent Involvement	$2,723.00
7091	5295	EIA-LEP	$39,025.04
7090	5298	EIA-SCE	$75,529.28
3011	4105	Title 1 ARRA	$65,534.00
3011	4111	Title 1 ARRA Parent Involvement	$123.00
		Total Restricted	$308,034.32
		Grand Total	**$2,113,081.32**

The Marysville Joint Unified School District ensures these resources will be coordinated with SIG funding to ensure maximum effectiveness in the use of all resources through oversight of the Single Plan for Student Achievement and fiscal monitoring of all expenses through our Categorical Programs and Business Services offices. The School Site Council and District Support Team will oversee all expenses to ensure the SIG funds will provide adequate resources in order to raise substantially the achievement of students to enable Ella Elementary to make adequate yearly progress and exit improvement status. The Site principal and site council will implement a per-pupil school-based budget formula that is weighted based on student needs.

In addition, the Turnaround Office will establish, monitor and improve mechanisms for keeping stakeholders informed about the turnaround process at Ella Elementary School. The expectation of the district is that this Turnaround office will eventually grow to serve our five Tier III sites when they become more eligible for School Improvement Grant funding. Being that the MJUSD Turnaround Office will be supporting only Ella Elementary under this application, other categorical and grant funds will be used to support the Turnaround offices efforts at our other sites at-risk of or in Program Improvement.

Please see SIG Form 10– Implementation Chart for a Tier I or Tier II School, Section III. Demonstration of Capacity to Implement Selected Intervention Model, and Section VIII. Sustainability: Reform, Description, Funding, Responsible Person chart for further detail on alignment of other district Resources.

VI. ALIGNMENT OF PROPOSED SIG ACTIVITIES WITH CURRENT DAIT PROCESS

The Marysville Joint Unified School District is not currently receiving DAIT services, however we are incorporating Sacramento County Office of Education's experience as a SAIT provider to support Ella with SAIT strategies. Please see Section IV: External Providers.

VII. MODIFICATION OF LEA PRACTICES OR POLICIES

The MJUSD is currently revising the LEA Plan and SPSA for Ella Elementary School. The revised LEA Plan will be submitted for SBE approval per the SIG Timeline in the RFA. All RFA due dates for the revised LEA Plan and SPSA will be met.

In implementing the Turnaround model, the MJUSD believes the changes that need to occur at Ella Elementary are well within the scope of our current policies. If for any reason it becomes necessary to change existing policy, the MJUSD will work with our stakeholders including parents, community, administrators, and bargaining units to ensure all policies best reflect the needs of those we serve under state and federal guidelines. The MJUSD and the Marysville Unified Teachers Association (MUTA) is currently in the draft process of designing an MOU specifically detailing collective bargaining issues tied to the SIG application. Please see attachments for details.

Significant and immediate change will happen at Ella Elementary in regards to current practices to enable the MJUSD and site leadership to implement the interventions fully and effectively. These include practices designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students at Ella Elementary; identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and subsequent high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. Parental involvement and practices, and agreements with external service providers are of significant importance.

Locally-adopted competencies (Ventures, student assessment data, current observations and evaluations, and principal recommendations) will be used to measure the effectiveness of staff who can work within the turnaround environment. Staff includes both non-instructional staff and instructional staff. A scrupulous, transparent, and equitable evaluation system is currently in place. Site administration will more frequently perform walkthroughs designed to generate professional dialogue. The system will take into account data on student growth as a significant factor for performance evaluation, multiple observation-based assessments of performance, and ongoing collections of professional practice reflective of student achievement: Teachers will be selected based upon past performance of students on district benchmarks, CST scores, district offered professional development, and implementation of structures and strategies from professional development. Furthermore, staff will be selected based upon their willingness to complete additional professional development as requested by principal, willingness to be active participants in data meetings and professional learning communities, and commitment to implementing the Turnaround Plan with fidelity.

If all achievement goals in the Turnaround plan are met, all highly qualified administrators and highly qualified certificated staff under the principal's direct supervision will receive an annual payment of $5,000. All support staff under the site principal's direct supervision will receive annual payment of $1,000 if all achievement goals in the Turnaround plan are met. The bonus will be prorated dependent on personnel's full time equivalencies. The performance incentives are based on student growth on state tests and district benchmarks. Applicable payment will be released upon receipt of state testing results.

Please refer to included subsections for specific details on enhancement to other district and site practices, most specifically **Section II: Selection of Intervention Model** (Needs Analysis, Process and, Rationale for Selection of Intervention Model(s), Recruitment, Screening, and Selection of External Providers, Alignment with other Federal, State and Private Resources with the Selected Intervention Model(s), Modification of LEA Policies and Practices, Sustainment of Reforms After the Funding

Period Ends, Annual School Goals for Student Achievement, and Consultation with Relevant Stakeholders)

VIII. SUSTAINMENT OF THE REFORMS AFTER THE FUNDING PERIOD ENDS

As the projected achievement levels change at Ella Elementary, it is hoped that the Turnaround Plan will serve as a Best Practices model that may be implemented at other sites within the district. The success of this model will build capacity, morale, and motivation throughout the district. Ella Elementary will become a model of success for other sites within the district. To be fully realized and lasting, reform efforts must be accompanied by a fundamental cultural shift throughout the local education community, a shift that results in new mindsets and accompanying behaviors among administrators, teachers, and students. Such cultural changes will require ongoing support (CCSRI, 2009).

The MJUSD intends to implement a waiver to extend the School Improvement Grant funding period through September 30, 2013. Below resources are identified that will be used to sustain the selected intervention(s) after the SIG funding period expires for Ella Elementary School. In addition to the resources found below, the MJUSD will continue to search out applicable federal, state, and private grants to sustain, grow, and share Best Practices developed within the School Improvement Grant.

Sustained growth and achievement is dependent upon ongoing evaluation of grant activities, particularly regarding the impact of the program on student success. Sustainability depends on consistent monitoring of continuous data-based decision making. The MJUSD will continue to use state recommended tools (ELSSA, LRE, DAS, APS) along with data analysis and findings from regular Turnaround Team and District Support Team meetings. Updates will be provided to stakeholders and the school board at regularly scheduled board meetings. MJUSD is committed to continuing the best practices already in place. As a district in PI Year 3, MJUSD continues intensive instruction in CDE's Essential Program Components (EPC). These guidelines ensure all teachers and students use SBE adopted and board approved instructional materials, including technology components. MJUSD supports ongoing instructional support for teachers provided by Educational Services and Curriculum Specialists. We will continue to analyze data sustain

growth achieved through SIG funding and continue to build teacher partnerships and learning communities focused on supporting educators, community, and families to drive academic performance. Edusoft or a better data management tool will continue to be used for monitoring student achievement. As defined in our LEA Plan, teachers will continue to collaborate and perform data analysis through district monitored Structured Teacher Planning Time (STPT). Partnerships with Sacramento County Office of Education will continue to help build mentor teachers and help teachers develop teaching skills, innovative pedagogy, leadership, and collaboration skills. The staff development model provided via the Turnaround Program will continue to provide teachers the resources to continue to strengthen student achievement, parent and community involvement, and professional development for teachers throughout the district. Most of the program strategies are ones that can be sustained not only at Ella Elementary, but also can be a model to all sites in the district once the momentum of Ella Elementary's success takes off. District data will be used to monitor continued growth in all goals. Reporting of the program and ongoing expansion and sustainability will continue to be reported to the site, school board, and community. Parent technology classes will continue to be provided via Adult Education at the district and sites. The District Lead Education Agency and Ella Elementary's Single Plan for Student Achievement continues to support growth and sustainability of resources and integration of high quality, research based strategies. It contains guidelines and benchmarks for sustaining growth in student achievement in all content areas, including successful strategies from the Turnaround Program.

Sustainability: Reform, Description, Funding, Responsible Person

Reforms	Description	Funding	Person(s) Responsible
Use of California's standards-aligned instructional materials	SBE approved curriculum will continue to be purchased and used.	IMFRP Lottery General Fund	• Educational Services • Site Principal
Curriculum pacing and appropriate use of instructional time	Review, implementation, and monitoring of appropriate pacing and use of instructional time will continue to be monitored to fidelity. The district will continue to ensure teachers are using and reviewing pacing guides. Monitoring will occur regularly by the site principal and annually through the APS and DAS tools. Teachers will continue to use the EL Master Plan to ensure that students	Title I Title II EIA/SCE EIA/LEP Lottery	• Superintendent • Educational Services • Site Principal

	are diligently and quickly meeting reclassification goals and are supported thusly. The three years of peer review and training will build the capacity necessary to ensure all program efforts are sustained.		
Faculty professional development activities, collaboration, and instructional support	The SIG funds will assist in developing systemic practice in which staff are intrinsically motivated to continue skills learned through professional development, rely on collaboration to provide high quality instruction based on student need, and work together to efficiently diagnose student need and provide focused, standards-based intervention. Follow-up professional development will continue as staff needs change. Teachers will develop as leaders becoming curriculum specialists themselves and weaning themselves away from the additional support provided through the SIG funds. Professional development and time to articulate will continue to be provided. The Student Service administrator will be supported through existing state and federal funds in 2013. The partnership with SCOE will continue. Technology will continue to be supported through site and district funding. As Teacher Leaders are developed at Ella Elementary, Curriculum Turnaround Specialists will either continue teaching positions at Ella Elementary or maintain teacher leader positions within the district, most likely at other sites in Program Improvement or with Tier I, II, and III status.	Title I Title II Title III EIA/SCE EIA/LEP Appropriate General Fund and/or Categorical Funding	• Superintendent • Educational Services • Site Principal
Capacity to develop, access, and analyze student performance data to inform and modify instruction	Professional Learning Communities and Data Articulation will continue. The district will continue to implement an assessment data management system. The MJUSD will continue to support an effective data management system to ensure intervention monitoring and appropriate modification of instruction occurs. It is hoped that the current system will evolve into including School Accountability Report Cards, SPSAs, and other district documentation.	Title I Title II Title III EIA/SCE EIA/LEP	• Educational Services • Site Principal
Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources	The district will continue to align federal, state, and private fiscal resources to support improved school performance, including other district resources.	• Federal and State Administrative Funds • General Fund	• Educational Servers • Director of Categorical Programs
Staff effectiveness including, but not limited to, methods of instruction, experience,	The MJUSD will continue to monitor Ella Elementary with consistent data review. The system of teacher evaluation and site level retention developed through the Turnaround Model will continue with the success of the plan.	• General Fund	• Assistant Superintendent Personnel • Site Principal

subject-matter knowledge, and ability to support implementation of the selected intervention model			
Modify LEA Practices or Policies	As the projected achievement levels change at Ella Elementary, it is hoped that the Turnaround Plan will serve as a Best Practices model that may be implemented at other sites within the district. It is hoped that the success of this model will build capacity, moral, and motivation throughout the district. Ella Elementary will become a model of success for other sites within the district. The site will continue to offer parent programs and enlist the support of parents and community to ensure the social-emotional and community oriented services are provided to students. It is hoped through the three years of intensive support the site and community will begin to insist upon this relationship and be knowledgeable in how to promote this relationship. The Superintendent will continue to monitor practices and policies for continued success. The Turnaround Office will be maintained at the District Office through on-going district funding. The Physical Education teacher will be funded through supplemental funding to allow for teachers to continue working with small groups of students and articulation. At the end of the three year period, site staff will be well trained in RTI, and it is expected will be promoting RTI throughout the district. The success at Ella Elementary will be evidence to other sites that this Best Practice is worth doing. RTI will be systemic and not require additional funding beyond ongoing monitoring and PD. The continuation of Intersession Academies and KinderCamp will be dependent on state and federal financing, if there is funding available.	• All Applicable Resources	• Superintendent
LEAs' Annual School Goals for Student Achievement	Achievement Goals for Ella Elementary will remain with 10% growth in proficiency rates expected each year until students attain proficiency.	• All applicable resources	• Educational Services • Site Principal
Consultation with Relevant Stakeholders	The relationships built over the next three years will continue to be fostered well past the ending of the SIG funds. The MJUSD has found that as strong educator, parent and community relationships are fostered, so is the sites motivation to continue to build these relationships. Parenting classes will be continued, and community resources and support will continue to be developed. As stakeholders experience success with their endeavors, the inspiration to participate will only be magnified.	• Parent Involvement Funds • PTO/PTA • Adult Education	• Site Principal

In order to sustain all activities and goal defined in the MJUSD School Improvement Grant application, the MJUSD has invited faculty and community input in the planning stage and will subsequently seek continued support and involvement of all stakeholders to ensure continuity of the reform effort. As the grant cycle begins, additional contingency plans to those already addressed will be developed to tackle possible changes in staffing and resources. At this time, the MJUSD does not foresee issues with staffing or resources. We believe that with the opportunities, support, and incentives being provided to teachers accepted at Ella Elementary, teachers will want to teach at Ella and stay at Ella simply because of the learning environment and community environment to be created. The hiring criteria to be implemented at Ella Elementary ensure staff is committed to adopting the reform measures. The MJUSD will continue to provide dedicated time and space for teams of educators to seek ways to maintain reforms and identify strategies for further improvement. The professional development being provided to educators on how to engage in ongoing problem solving, thereby establishing a culture geared toward continuous improvement.

SIG funds will provide for an external evaluator to monitor the data collection process, accessing web-based and classroom data at regular intervals through the Turnaround Office. Quarterly meetings with the Turnaround Team will review the evaluator's formative analysis of that data to inform decisions about changes in the implementation of the program. Changes to ensure appropriate progress toward program goals will be made at that time. During the last few weeks of school, post-program data will be gathered as noted above, and during summer the evaluator will meet again with the Turnaround Team to review program progress. The process of gathering and analyzing data, writing, and submitting required CDE reports will be approximately the same over the three year period of the grant. To ensure a continuous improvement model, the District Support Team will support the Turnaround Team to monitor implementation, trouble-shoot issues, review relevant data, and identify needed improvements over the three year grant. This group will meet quarterly in person, and by email as needed, to review the project's status and recommend improvements aligned with the programs goals, objectives, and benchmarks. Our evaluation process is formative as well as summative, and is based on multiple objective measures for each benchmark and

objective. Data gathered about the implementation of the Turnaround Program and its impact on teaching and learning is the foundation of the process. Analysis of data to inform decisions on future activities to be undertaken in the project is a critical part of the cycle leading to continuous and sustained improvement.

Partnerships built with stakeholders though the program will create a strong foundation in the district. Our existing 8 year partnership with Sacramento County Office of Education is evidence they are integral piece of our district's professional development and support program. District funding will continue to be used beyond the lifetime of the grant to sustain the growth and momentum provided via the SIG funds. Title I, Title II, EIA/LEP and EIA/SCE, Supplemental Materials, and district general funds will be used to support this district approved program. MJUSD strives to take advantage of all funding support possible. We will continue to seek community partnerships and grant funding to assist in enhancing educational resources. The MJUSD believes that the growth accomplished through this program can be sustained after the grant funding ends. The MJUSD believes the more involved all stakeholders are in data analysis and monitoring of the program, the greater the critical mass expecting, promoting, and demanding sustainability will be.

IX. ESTABLISHMENT OF CHALLENGING LEA ANNUAL SCHOOL GOALS FOR STUDENT ACHIEVEMENT

The MJUSD has established challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it will use to monitor the performance of Ella Elementary School. To this end, the MJUSD provides the following specific annual student achievement goals for Ella Elementary School. The ELSSA P. 191, DAS P. 253, APS P. 215, LRE P. 195, Achievement Gap P. 86, CSTs P. 82-83, and District Benchmark P. 87-89 data charts define evidence of student need and were used by the District Support team to analyze data and develop student achievement goals for the Turnaround Plan.

Ella Elementary 2009 Performance Snapshot

School/District	ELA Subgroups	Math Subgroups
Ella Elementary Marysville Joint Unified Yuba County School Type: Elementary Grade Span: K-6 Enrollment: 528 Soc Dis: 490 (92.9%) FRSL: 475 (90.0%) English Learner: 271 (51.3%) Hispanic: 281 (53.3%) White: 190 (35.9%) 2007 AYP Met: No 2008 AYP Met: No 2009 AYP Met: No **Percentage Points Outperforming Look-a-Like Schools** (based on Linear Regression): Hispanic ELA: -23.8 Hispanic Math: -15.1 White ELA: -31.9 White Math: -24.2 Soc Dis ELA: -11.4 Soc Dis Math: -6.7 Eng Learn ELA: -17.9 Eng Learn Math: -13.0		

88

Ella Elementary will reduce the percentage of students who are non-proficient on the state's reading/language arts assessments by 10 percent or more from the prior year.

English Language Arts

	Current % Below Proficient: 2009	Year 1 % Below Proficient: 2010	Year 2 % Below Proficient: 2011	Year 3 % Below Proficient: 2012
2nd Grade	72	65	58	52
3rd Grade	76	68	62	55
4th Grade	80	72	65	58
5th Grade	79	71	64	58
6th Grade	73	66	59	53
District Average	76	68	62	55

Ella Elementary
English Language Arts 2009 Multi-Grade Results

For each grade listed, the left bar is Ella Elementary and the right bar is the average top 10 comparable schools in the state.

Ella Elementary will reduce the percentage of students who are non-proficient on the state's mathematics assessments by 10 percent or more from the prior year.

Mathematics

	Current % Below Proficient: 2009	Year 1 % Below Proficient: 2010	Year 2 % Below Proficient: 2011	Year 3 % Below Proficient: 2012
2nd Grade	40	36	32	29
3rd Grade	51	46	41	37
4th Grade	78	70	63	57
5th Grade	83	75	67	61
6th Grade	73	66	59	53
District Average	65	59	53	47

Ella Elementary
Mathematics 2009 Multi-Grade Results
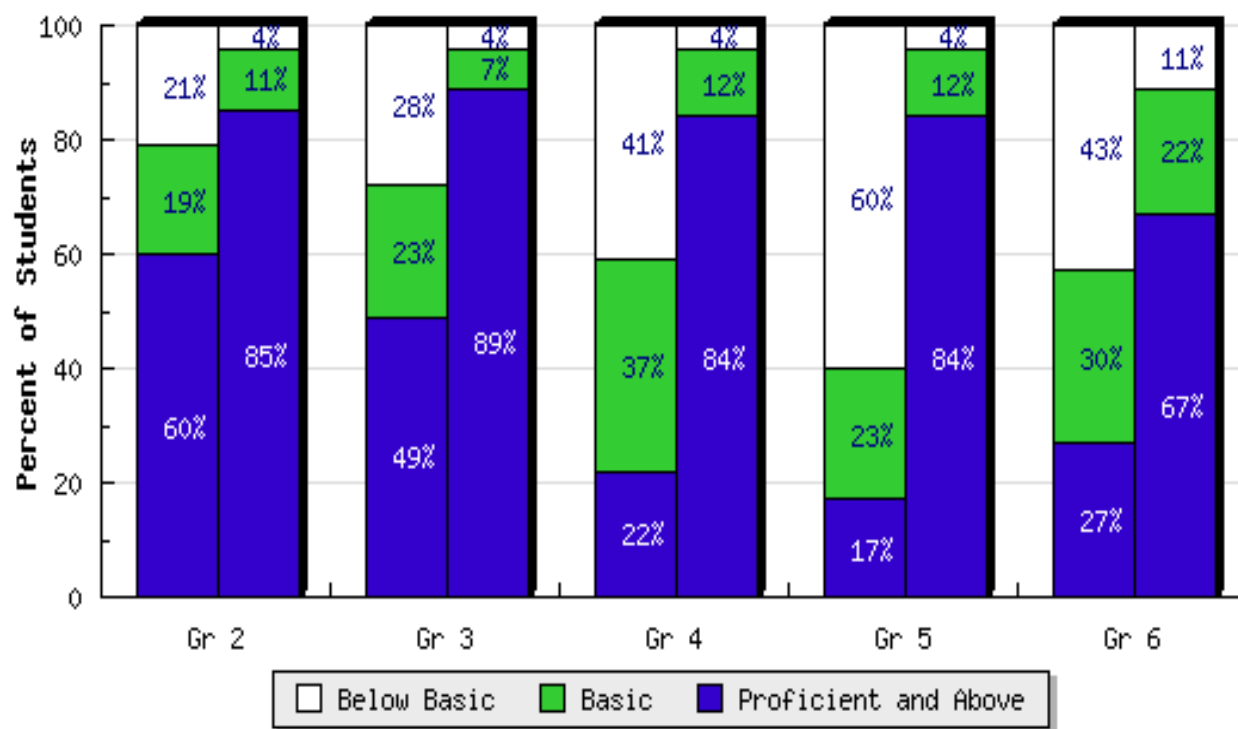
For each grade listed, the left bar is Ella Elementary and the right bar is the average top 10 comparable schools in the state.

GOAL 3: CLOSING THE ACHIEVEMENT GAP: ENGLISH LANGUAGE ARTS: CST

Ella Elementary will reduce the percentage of subgroups that are non-proficient on the state's English Language arts assessments by 10 percent or more from the prior year.

English Language Arts

	Current % Below Proficient: 2009	Year 1 % Below Proficient: 2010	Year 2 % Below Proficient: 2011	Year 3 % Below Proficient: 2012	% Below Proficient: 2013
English Learners	83	75	68	61	55
Students with Disabilities	98	88	79	71	64
Socioeconomically Disadvantaged	77	69	62	56	50
Hispanic or Latino	81	73	65	59	53
White (not of Hispanic origin)	67	60	54	49	44

GOAL 4: CLOSING THE ACHIEVEMENT GAP: MATHEMATICS: CST

Ella Elementary will reduce the percentage of subgroups that are non-proficient on the state's mathematics assessments by 10 percent or more from the prior year.

Mathematics

	Current % Below Proficient: 2009	Year 1 % Below Proficient: 2010	Year 2 % Below Proficient: 2011	Year 3 % Below Proficient: 2012	% Below Proficient: 2013
English Learners	66	60	54	48	43
Students with Disabilities	100	90	81	73	66
Socioeconomically Disadvantaged	64	58	52	47	42
Hispanic or Latino	67	61	55	49	44
White (not of Hispanic origin)	60	54	49	44	40

Ella Elementary's Subgroup Populations Percentage Proficient or Above:
English Language Arts and Mathematics
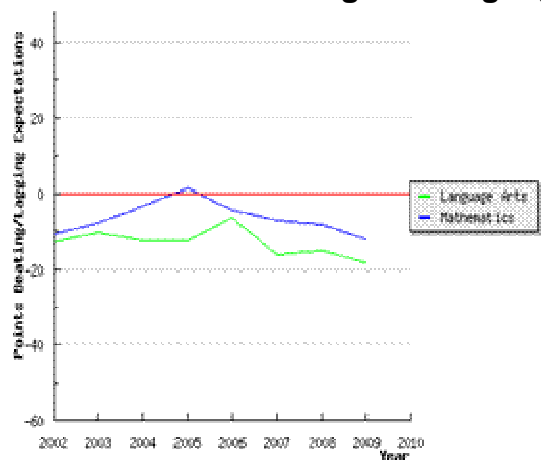
English Learners
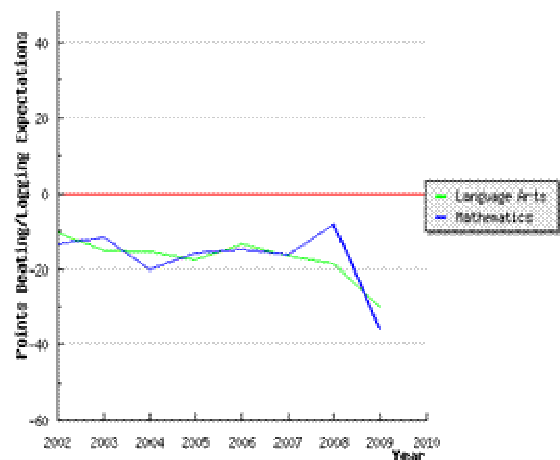
Students with Disabilities
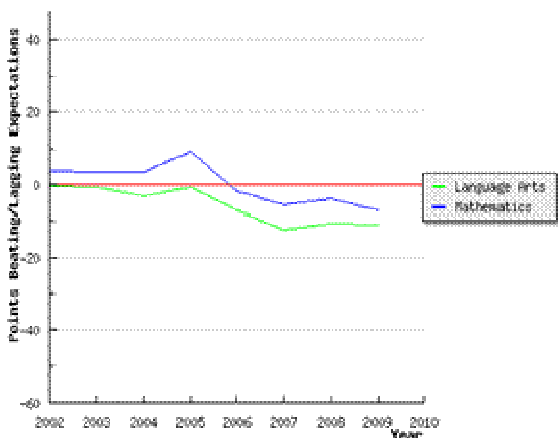
Socio-Economically Disadvantaged
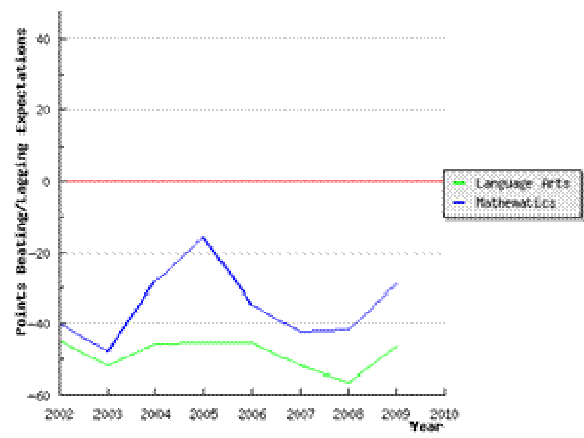
Asian
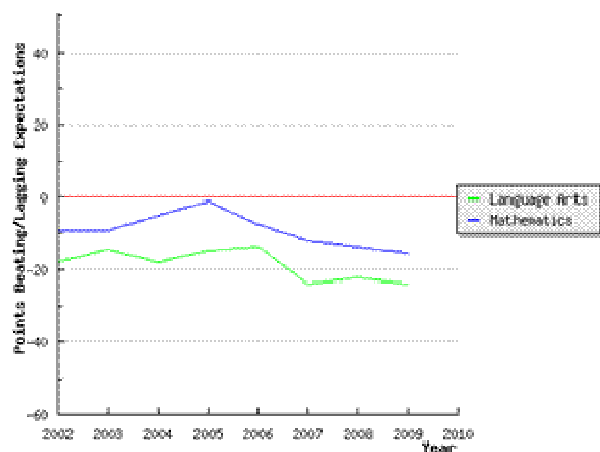
Hispanic

White

Achievement Gap

Ella
Achievement Gap for ELA

Percent of Change from 2005 to 2009:	
White	3%
English Learner	20%
So. Disadvantage	-3%
Special Ed	

Ella
Achievement Gap for Math

Percent of Change from 2005 to 2009:	
White	-17%
English Learner	-13%
So. Disadvantage	-15%
Special Ed	
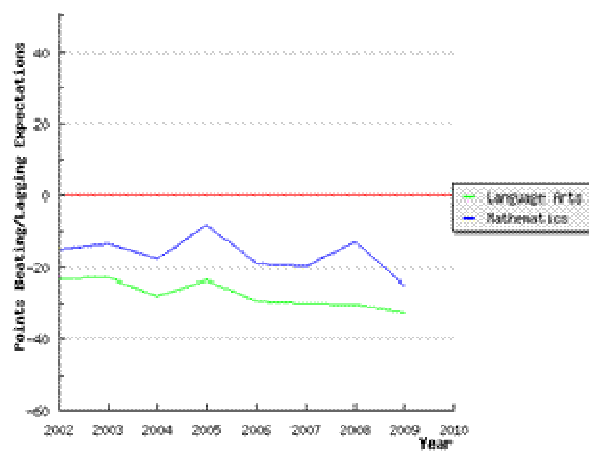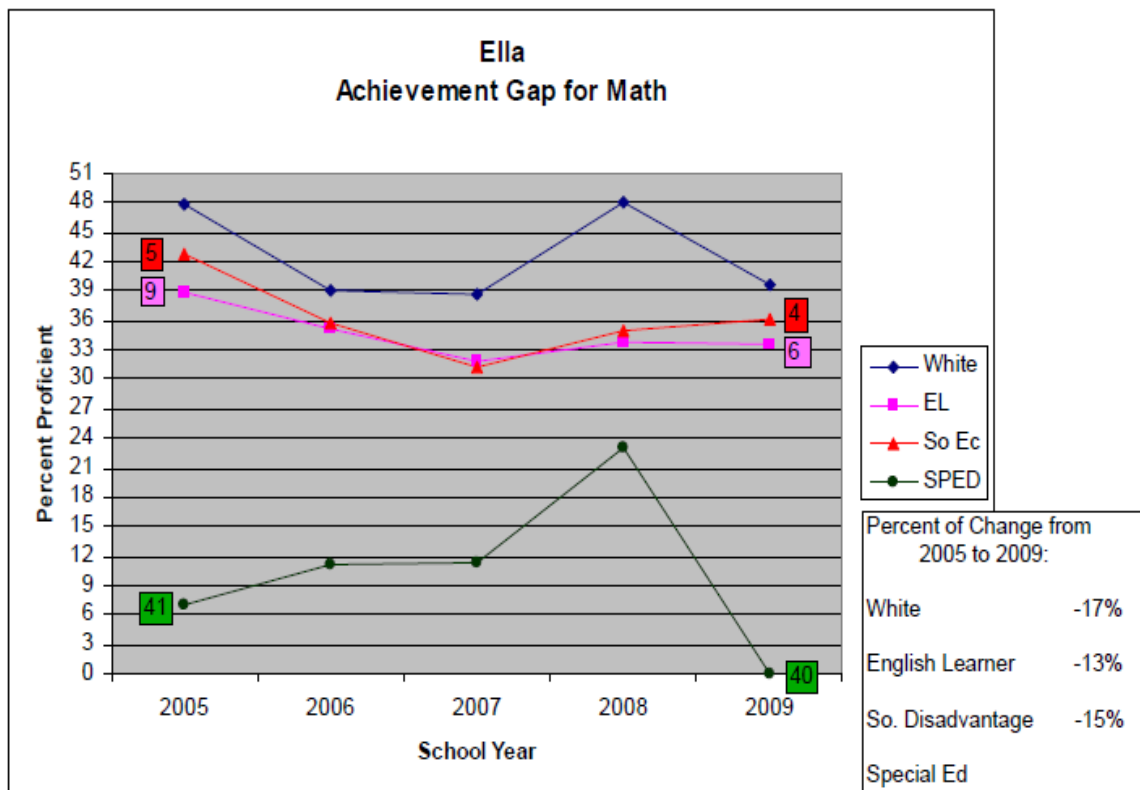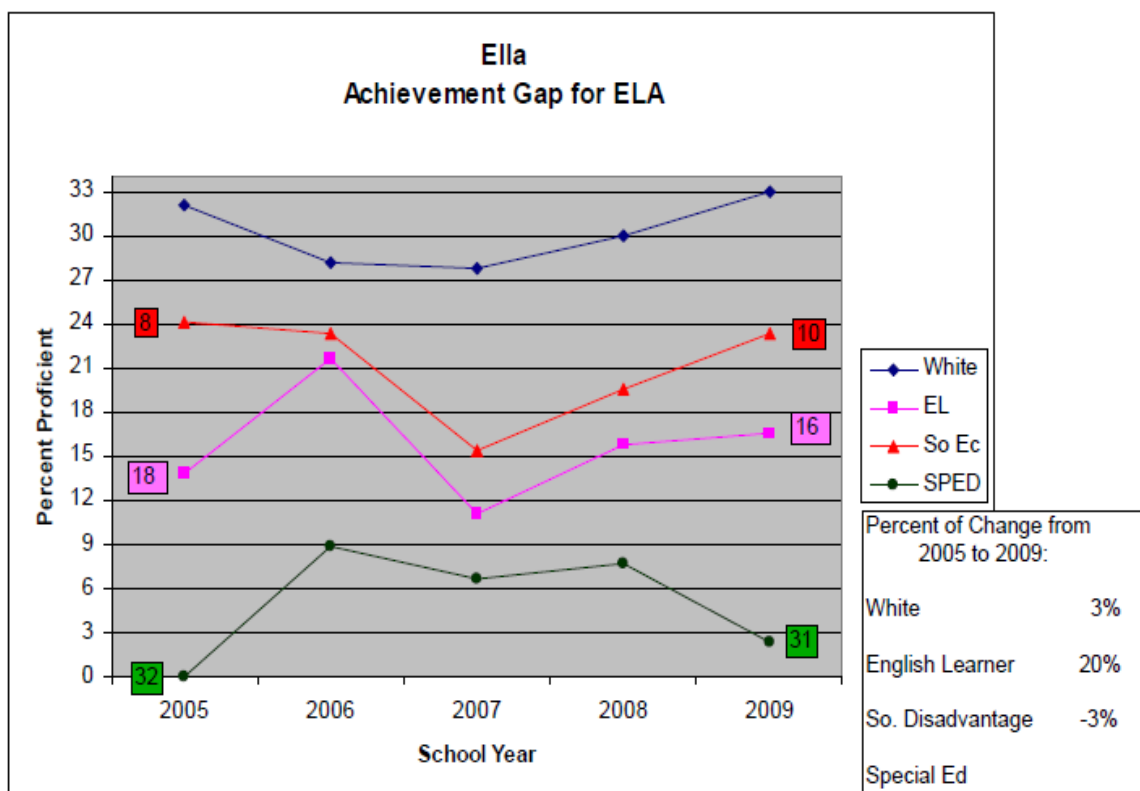
As CST data is analyzed and correlated with proficiency on district assessments, additional goals for increased performance on those measures have been established.

GOAL 5: DISTRICT BENCHMARKS: ENGLISH LANGUAGE ARTS

Ella Elementary will increase the percentage of students who are proficient on the District Benchmark Assessments by 10 percent or more from the prior year.

District Benchmarks: English Language Arts Percent Proficient or Above

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Kindergarten	District	69%	65%	70%	80%	80%			
	Ella	64%	66%	71%	78%	73%	80%	88%	97%
First Grade	District	72%	76%	75%	85%	89%			
	Ella	48%	56%	67%	77%	78%	86%	94%	100%
Second Grade	District	52%	52%	56%	57%	60%			
	Ella	27%	25%	35%	51%	54%	59%	65%	72%
Third Grade	District	35%	43%	43%	57%	65%			
	Ella	22%	21%	35%	47%	67%	74%	81%	89%
Fourth Grade	District	17%	24%	39%	52%	62%			
	Ella	6%	13%	23%	26%	30%	33%	36%	40%
Fifth Grade	District	21%	27%	38%	54%	61%			
	Ella	2%	4%	24%	41%	37%	41%	45%	49%
Sixth Grade	District			29%	30%	42%			
	Ella			18%	25%	22%	24%	27%	29%

GOAL 6: DISTRICT BENCHMARKS: MATHEMATICS

Ella Elementary will increase the percentage of students who are proficient on the District Benchmark Assessments by 10 percent or more from the prior year.

District Benchmarks: Mathematics Percent Proficient or Above

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Kindergarten	District	44%	57%	60%	69%	71%			
	Ella	37%	63%	60%	65%	69%	76%	83%	92%
First Grade	District	64%	67%	70%	78%	80%			
	Ella	43%	49%	63%	72%	70%	77%	85%	93%
Second Grade	District	40%	54%	45%	42%	45%			
	Ella	24%	39%	26%	36%	25%	28%	30%	33%
Third Grade	District	41%	44%	48%	55%	49%			
	Ella	32%	26%	40%	43%	50%	55%	61%	67%
Fourth Grade	District	15%	20%	23%	28%	36%			
	Ella	12%	14%	14%	15%	11%	12%	13%	15%
Fifth Grade	District	37%	29%	27%	30%	29%			
	Ella	13%	11%	15%	15%	10%	11%	12%	13%
Sixth Grade	District			35%	38%	31%			
	Ella			23%	23%	17%	19%	21%	23%

The plan for monitoring the identified goals, including annual timelines and procedures, will be monitored by the Turnaround Office. Ella Elementary state test results will be analyzed annually when received. District Benchmark results will be gathered every six weeks and averaged annually at the end of the school year.

Goal		Timeline	Procedures	Responsible Person
1	Ella Elementary will reduce the percentage of students who are non-proficient on the state's reading/language arts assessments by 10 percent or more from the prior year.	Annually when state test results are released.	1. State testing Guidelines 2. Results 3. Stakeholders Notified 4. Data Analyzed 5. Intervention Structured and Provided	**Site Principal** Faculty Stakeholders Students Turnaround Office
2	Ella Elementary will reduce the percentage of students who are non-proficient on the state's mathematics assessments by 10 percent or more from the prior year.	Annually when state test results are released.	1. State testing Guidelines 2. Results 3. Stakeholders Notified 4. Data Analyzed 5. Intervention Structured and Provided	**Site Principal** Faculty Stakeholders Students Turnaround Office
3	Ella Elementary will reduce the percentage of subgroups that are non-proficient on the state's English Language arts assessments by 10 percent or more from the prior year. Ella Elementary will reduce the percentage of subgroups that are non-proficient on the state's mathematics assessments by 10 percent or more from the prior year.	Annually when state test results are released.	1. State testing Guidelines 2. Results 3. Stakeholders Notified 4. Data Analyzed 5. Intervention Structured and Provided	**Site Principal** Faculty Stakeholders Students Turnaround Office
4	Ella Elementary will increase the percentage of students who are proficient on the District Math Benchmark Assessments by 10 percent or more from the prior year.	Annually when state test results are released.	1. State testing Guidelines 2. Results 3. Stakeholders Notified 4. Data Analyzed 5. Intervention Structured and Provided	**Site Principal** Faculty Stakeholders Students Turnaround Office

| 5 | Ella Elementary will increase the percentage of students who are proficient on the District ELA Benchmark Assessments by 10 percent or more from the prior year. | Every six weeks and averaged annually | 1. Students are prepared for Benchmarks
2. Students take Benchmarks
3. Teachers immediately analyze data
4. Teachers articulate on how to best meet student needs
5. Teachers provide focused intervention
6. Teachers assess results of intervention
7. Teachers articulate on results
8. Teachers observed and evaluated
9. Cycle Continues | **Site Principal**
Faculty
Stakeholders
Students
Turnaround Office |
| 6 | Ella Elementary will increase the percentage of students who are proficient on the District Math Benchmark Assessments by 10 percent or more from the prior year. | Every six weeks and averaged annually | 1. Students are prepared for Benchmarks
2. Students take Benchmarks
3. Teachers immediately analyze data
4. Teachers articulate on how to best meet student needs
5. Teachers provide focused intervention
6. Teachers assess results of intervention
7. Teachers articulate on results
8. Teachers observed and evaluated
9. Cycle Continues | **Site Principal**
Faculty
Stakeholders
Students
Turnaround Office |

X. INCLUSION OF TIER III SCHOOLS (IF APPLICABLE)

The MJUSD is not applying for funding for our Tier III schools at this time.

XI. CONSULTATION WITH RELEVANT STAKEHOLDERS

The MJUSD has consulted with relevant stakeholders such as students, parents, educators, and the community regarding the School Improvement Grant application for Ella Elementary, and has solicited their input for the development and implementation of the Turnaround model at Ella Elementary. As thoroughly defined in previous sections, parent and community engagement are critical for long-term success of Ella Elementary. Input from both is an essential component in the selection of the Turnaround Model selected for Ella Elementary.

The MJUSD has met with the negotiating committee and held four public meetings to consult with staff, parents, and the community regarding the SIG application, and its selection of the Turnaround model for Ella Elementary (per *Education Code* Section 53202(b)). The MJUSD provides documentation in the attachments that such meetings were held (e.g., meeting agenda and/or meeting minutes).

March 26	District Support Team Meeting
April 12	Meeting with Sacramento County Office of Education
April 16	Stakeholder input solicited at local bargaining unit negotiations meeting.
April 21	Stakeholder input solicited at local bargaining unit negotiations meeting.
April 28	Stakeholder input solicited at local bargaining unit negotiations meeting.
April 28	**Stakeholder input solicited at Ella Elementary English Language Advisory Committee.**
April 28	**Stakeholder input solicited at Ella Elementary with all community and site stakeholders invited. (Posted at site, on school messenger and in newspaper.)**
May 3	District Support Team Meeting
May 12	Stakeholder input solicited at local bargaining unit negotiations meeting.
May 12	Collaborative Signatures Meeting – See SIG Form 2 Collaborative Signatures
May 17	Stakeholder input solicited at local bargaining unit negotiations meeting.
May 24	Stakeholder input solicited at local bargaining unit negotiations meeting. – MOU signed.
May 25	**Stakeholder input solicited at a Public Hearing at a MJUSD governing board meeting.**
May 27	**Stakeholder input solicited at District Parent Advisory Committee**

Two of the meetings have been held at Ella Elementary specifically convened for the purpose of gathering input to guide the selection of the intervention model for Ella Elementary. In addition a public hearing was held at a district board meeting and separate meetings were held for the Marysville Unified Teacher's Association's bargaining unit. Please find in the attachments agendas and/or minutes documenting that these meetings were held.

Below is a summary of input obtained through these meetings. A rationale has been provided for input not included in the School Improvement Grant Application.

Input Obtained from Stakeholders

Category	Input	Included in SIG	Rationale
Behavior	Increased supervision	X	
	Need a Positive Behavior Program	X	
	Dress code enforced no baggy pants, gang colors	X	
	Discipline training for students so they know how to behave	X	
	Control gang colors in school and educate the students and parents on gang influences	X	
	Provide positive role models of similar demographics/subgroups	X	
	Get help for students as needed	X	
	In-house suspension.		At this time, behavioral strategies listed in the grant are expected to eliminate most suspensions. It is not expected that an in-house suspension will be necessary.
	Have students wear uniforms		Not Allowed per SIG
	Student incentives for positive behavior		Not Allowed per SIG
Bi-lingual	More bilingual staff	X	

CSR	Reduce class size		Not Allowed per SIG
Enrichment	Provide enrichment via music/choir	X	
	Implement a student government program	X	
	Ballet classes		Although ballet classes are not expected to be offered at Ella Elementary, the site will look for outside resources to provide students access to ballet. Physical education enrichment will be offered.
Extended Learning Time	After School tutoring	X	
Facilities	More parking		
	More cafeteria tables		
	Clean and remodel bathrooms		
	Covered patio		
	Water faucets		Remodeling and modification are in district plans to occur at Ella Elementary. Ella is a Williams site and is monitored regularly by Yuba County Office of Education. SIG funds will not be used for these endeavors.
	Place office in a better location		
Instructional Day	Need more programs for the children	X	
	Students need to get more help when they need it	X	
	More academic programs to help students that are below grade level	X	
	Include intervention materials and teacher consultation in recommendation of interventions.	X	
	Extend the instructional day	X	
	Establish schedules and implement strategies that provide increased learning time	X	
	Don't extend the instructional day		Not Allowed per SIG

Notification	How will the funds be used, when, where and for what? How will parents be informed?	X	
	Make a website where the parents can go and see what is happening at the school	X	
Parent Support	I think many parents want to help their children at home but often don't know how - so I think regular meetings/workshops held at the school site to "help" parents "help" kids would be great	X	
	Would like district to support home to school communication	X	
	Encourage parents to do more	X	
	Encourage parent volunteers	X	
	Homework support	X	
	Provide childcare for meetings	X	
	Parent trainings and workshops	X	
Physical Needs	Include hygiene and preventative health in curriculum	X	
	Need more physical education programs	X	
	Let the students use the restrooms.		All students have the right to use the restroom when needed.
	Healthier food and keep children clean		The MJUSD has a Health and Wellness policy for students. Our nutritional Services Department is heavily monitored by the state to ensure that students receive healthy meals. Physical education will be enriched with SIG funds.

Professional Development	Teachers need to be consistent and be in control of class so students can learn in class.	X	
	Motivate students	X	
	Teach different ways until the student can understand	X	
	Better prepare teachers to teach our children	X	
	Would like teachers to use same teaching method through out grade level and be consistent with the students.	X	
	Include collaborative grade level articulation with compensation.	X	
	Training for Para educators	X	
	Include support staff in behavior modification training	X	
Support Staff	Add more paraprofessionals		
	Add yard duty		
	More school security		The district has defined the needs written into the grant more immediate and appropriate to ensuring the plan and goals of the grant are accomplished and sustainable.
	Increase librarians time		
	Hire a nurse		
	Increase paraprofessional time		
Teacher Attendance	Greater teacher attendance in class	X	
	Minimize the time teachers are out of classrooms for training Learning time is lost when a substitute is in the room	X	
TeacherQuality	Have teachers that can help my children succeed in math and language	X	
	Make a teacher evaluation and keep 50% of best teachers, but reduce class size	X	
Timeliness	Place staff as soon as possible	X	

SIG Form 4a – LEA Projected Budget

Projected Budget
Fiscal Years 2009–10

Name of School: Ella Elementary School	
County/District (CD) Code: 58727	
LEA: Marysville Joint Unified School District	
LEA Contact: Lennie Tate	Telephone Number: 530-749-6902
E-Mail: ltate@mjusd.com	Fax Number: 530-741-7893
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries			
2000–2999	Classified Personnel Salaries			
3000–3999	Employee Benefits			
4000–4999	Books and Supplies			
5000–5999	Services and Other Operating Expenditures			
6000–6999	Capital Outlay			
7310 & 7350	Transfers of Indirect Costs	$89653	$89507	$58764
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		$89653	$89507	$58764

SIG Form 4b – School Projected Budget

Projected Budget
Fiscal Years 2009–10

Name of School: Ella Elementary School	
County/District (CD) Code: 58727	
LEA: Marysville Joint Unified School District	
LEA Contact: Lennie Tate	Telephone Number: 530-749-6902
E-Mail: ltae@mjusd.com	Fax Number: 530-741-7893
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	$1,044,923	$1,044,923	$793,254
2000–2999	Classified Personnel Salaries	$76,900	$76,900	$31,900
3000–3999	Employee Benefits	$257,161	$257,161	$189,616
4000–4999	Books and Supplies	$232,093	$273,240	$111,504
5000–5999	Services and Other Operating Expenditures	$196,250	$155,250	$21,000
6000–6999	Capital Outlay			
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		$1,896,980	$1,896,981	$1,206,039

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description	Subtotal (For each activity)	Object Code
All SIG funds with the exception of the indirect rate costs will be budgeted to the site. The indirect rate is .0537.		
Indirect Rate: Year One	$89653	7310
Indirect Rate: Year Two	$89507	7310
Indirect Rate: Year Three	$58764	7310

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description					Subtotal		Object Code
					(For each activity)		
	Quantity	Hours	Days	Rate	Cost		
YEAR ONE							
Curriculum Turnaround Specialist: Will work directly with teachers to provide professional development, preview/review of lessons, walkthroughs, data analysis, supports the site leadership, acts as a substitute teacher to allow teachers to perform preview/review and walkthrough activities eliminating the need to have an off-campus sub.	3			70000	$210,000		1100
Enrichment Teacher PE: Provides PE enrichment allowing for RTI to occur. Also works with ASES program to provide students enrichment activities on minimum days.	1				$70,000		1100
Special Education Teacher: Will allow for the implementation of IEPs for all Special Day Class and Resource Specialist designated services. In addition, teachers will be able to move forward with plans to provide instructionally relevant mainstreaming for all Special Education students and will be able to support general education classrooms by providing intervention services both inside and out of the classroom.	1				$70,000		1100
Additional Instructional Time 10%: The annual school minutes are increasing by 10% and the teachers salaries will need to increase in correlation.	28		65000	6500	$182,000		1100
Turnaround Team Meetings: The turnaround team meets once a month during the school year for 2 hours. This funding covers the extra duty for the teacher participants.	8	2	9	43.86	$6,316		1100

Description							
Weekly Articulation Meetings (extra duty): This funding allows teachers to articulate once a week on their own time. This is in addition to the articulation that occurs due to banked time on Wednesdays.	28	1	40	43.86	$49,123		1100
Professional Development Hours: Provides each teacher at the site 30 hours of professional development outside of the regular school day allowing PD to be provided without taking teachers out of the classroom.	28	6	5	43.86	$36,842		1100
Substitutes (3 Teacher Release Days for peer coaching): Teachers will be released once a trimester to work with other teachers in designing and previewing lessons, completing walkthroughs and reviewing lessons.	24		3	110	$7,920		1100
Substitutes: allowing teachers to attend 10 days of professional development throughout the school year (Project Glad, HQFI, RTI, PLC):	28		10	110	$30,800		1100
Parent Involvement Presenter: Provides a presenter for 60 hours of parent in-service.	1	3	20	43.86	$2,632		1100
Full Time Annual Bonuses (Certificated): Provides $5,000 bonuses if the school site as a whole meets the achievement goals within the SIG application by staff directly supervised by the site principal.	31			5000	$155,000		1100
ACES HQ Teacher (extra duty): Provides a highly qualified teacher to provide quality instruction and not just tutoring or homework completion 2 hours a day in the after school ASES program to increase student instructional time. The certificated teacher will work with students after the regular school day ends to provide academic and enrichment activities aligned to content standards and regular day curriculum. The certificated teacher will design lesson plans, organize student groups, facilitate tutoring sessions, and measure student progress.	1	2	180	43.86	$15,790		1100
Intervention Academies Staff (20 instructional days + daily PD and Prep and four half days for PD and prep):							
Provides a teaching staff for the five week long Intervention Academies. Students attend for six hours and teachers participate in high quality lesson study for 2 hours a day.	10	8	22	43.86	$77,194		1100
KinderCamp Teachers (additional week of KinderCamp)	2	6	5	43.86	$2,632		1100
KinderCamp Preschool Teacher(additional week of KinderCamp)	2	6	5	11.25	$675		1100

Description							
Students Services Administrator: will be hired to promote and oversee positive behavior efforts, support the site principal in educational leadership, and provide support and training to students, parents and staff in diminishing discipline issues. The position will encompass many responsibilities. The SSA will foster the growth of professional learning communities, meet with students regarding academic and social expectations, facilitate positive intervention program(s), and promote parent and community involvement.	1				$92,000		1300
School Psychologist (50%): Will not only provide better coverage of mandated issues of Special Education, but also more preventative activities, such as individual and group counseling, parenting classes, staff support, social skills training, classroom management support, and bully prevention. Over time, the increased support from the school psychologist will overtime reduce the discipline referrals and suspension rates at Ella School and in turn increase time engaged in learning in the classroom.	0.5			72,000	$36,000	**$1,044923**	1300
Parent Meetings (childcare): Provides 60 hours of childcare allowing parents to attend Parent Academies.	1	3	20	15	$900		2900
Intervention Academies Staff: Provides support staff for the five week long Intervention Academies.	3	6	20	20	$7,200		2100/2200/2400
Support Staff PD (extra duty): Provides 20 hours of professional development time for support staff to integrate them in high quality instructional, behavioral, and social practices that benefit students and families.	17	2	10	20	$6,800		2100/2200/2400
Data Facilitator: Will provide Ella Elementary staff with data and support at a moments notice to support articulation and collaboration in regards to student achievement, surveys, pre and post testing, professional development, and academic trends freeing educators up to do what they do best …promote high quality academic achievement and is the direct link to the Turnaround Office.	1				$45,000		2100/2200/2400
Full Time Support Staff annual Bonus (Classified): Provides $1,000 bonuses if the school site as a whole meets the achievement goals within the SIG application by staff directly supervised by the site principal.	17			1000	$17,000	**$76,900**	2100/2200/2400
Student Services Administrator: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1				$23,000		3101/3321/3401/3501/3601/

Description							
School Psychologist: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1				$12,000		3101/3321/3401/3501/3601/
Curriculum Turnaround Specialist: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	3			18000	$54,000		3101/3321/3401/3501/3601/
Enrichment Teacher PE: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1				$18,000		3101/3321/3401/3501/3601/
Special Education Teacher: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1				$18,000		3101/3321/3401/3501/3601/
Additional Instructional Time 10%: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	28			1700	$47,600		3101/3321/3401/3501/3601/
Turnaround Team Meetings: Benefits	8	2	9	5.15	$742		3101/3321/3401/3501/3601/
Weekly Articulation Meetings: Benefits	28	1	40	5.15	$5,768		3101/3321/3401/3501/3601/
PD Hours: Benefits	28	6	5	5.15	$4,326		3101/3321/3401/3501/3601/
Substitutes (3 Teacher Release Days) : Benefits	24		3	12.93	$931		3101/3321/3401/3501/3601/
Substitutes PD Throughout Year: Benefits	24		10	12.93	$3,103		3101/3321/3401/3501/3601/
Parent Involvement Presenter: Benefits	1	3	20	5.15	$309		3101/3321/3401/3501/3601/
ACES HQ Teacher: Benefits	1	2	180	5.15	$1,854		3101/3321/3401/3501/3601/
Intervention Academies Staff (Certificated) : Benefits	10	8	22	5.15	$9,064		3101/3321/3401/3501/3601/
KinderCamp Teachers: Benefits	2	6	5	5.15	$309		3101/3321/3401/3501/3601/
KinderCamp Preschool Teacher: Benefits	2	6	5	3	$180		3101/3321/3401/3501/3601/
Full Time Annual Bonuses (Certificated) : Benefits (Approximately 25% of bonus)	31			1250	$38,750		3202/3312/3322/3402/3502/3602/3802
Support Staff PD: Benefits (this includes the PERS Reduction of $3.13 for every $100 earned = $53.21)	17	2	10	5.15	$1,700		3202/3312/3322/3402/3502/3602/3802

Description							Code
Data Facilitator: Benefits (Approximately 25% of bonus) (this includes the PERS Reduction of $3.13 for every $100 earned = $352.125)	1				$11,250		3202/3312/3322/3402/3502/3602/3802
Full Time Support Staff annual Bonus: (Approximately 25% of bonus) (this includes the PERS Reduction of $3.13 for every $100 earned = $133.025)	17			250	$4,250		3202/3312/3322/3402/3502/3602/3802
Intervention Academies Staff (Classified) : Benefits (this includes the PERS Reduction of $3.13 for every $100 earned = $56.34)	3	6	20	5	$1,800		3202/3312/3322/3402/3502/3602/3802
Parent Meetings (childcare) : Benefits (this includes the PERS Reduction of $3.13 for every $100 earned = $7.0425)	1	3	20	3.75	$225	**$257,161**	3312/3322/3502/3602
Flash Drives 2Gb: Allows students and educators to share documents from computer to computer and between home and school	130			8	$1,040		4300
Meeting and Office Supplies: general office and meeting supplies at $411 per month x 12 months					$4,932		4400
RIC Summative Assessments; Class sets of the SCOE Reading centers standards based Open Court assessments for grade levels K-6.					$5,000		4400
Intervention Academies Materials: General Classroom Supplies to operate the academies (including supplemental instructional resources from core curriculum including intervention and acceleration)					$5,000		4400
Kidspiration (Site License): (Instructional technology software support for organizational charts, writing, and presentation in all core areas) Allows all students and educators access.	1				$2,450		4400
Inspiration (Site License) (Instructional technology software support for organizational charts, writing, and presentation in all core areas) Allows all students and educators access.	1				$2,450		4400
Sound System (Includes Install) Provides consistent opportunities for students to engage through multimedia increasing student focus and attention, ensuring all students become actively engaged in classroom discussions despite any language and/or communication issues they may be experiencing. Through this technology teachers and students will be free to move about the classroom as needed to complete learning projects.	10			5600	$56,000		4400
Access Points: Provides all building facilities access to wireless internet, promoting the ease of technology use throughout the site.	22			1000	$22,000		4400
Netbook Carts: Locked cabinet to store Netbooks, Also allows for mobility of Netbooks to other areas of the campus.	3			1835	$5,505		4400
Netbooks with software: Facilitates and enriches student learning experience in all areas of Turnaround Plan	120			552.03	$66,244		4400
SMARTboards /short throw/mount: Allows for interactive experience promoting student engagement and access to curriculum.	10			2551	$25,510		4400
Student Response Systems: Promotes student engagement, allows for easy evaluation and immediate reteaching.	20			1798.1	$35,963	**$232,093**	4400
Math Consultant: Larry Jones (Previous SAIT and SCOE experience: previously worked with district through SCOE in the same capacity will know independently contract with MJUSD.)	1		50	500	$25,000		5800

Description							
MJUSD ACES Contract: ASES will be offered to all students at Ella Elementary. Ella Elementary School will collaborate with the After School Education and Safety (ASES) program to target at-risk students and improve academic achievement. School Improvement funding will allow the program to increase the number of students served, and include a highly qualified, certificated teacher. Students who participate in the afterschool program have improved homework completion rates, test scores, and regular day attendance. The experience and knowledge of a certificated teacher will dramatically improve the academic component of the program, expanding opportunities for improved student achievement. (Allows for any student who wants to attend ASES to be able to do so) The 180 day program will be expanded to accommodate an addition 84 students. This covers all program costs. Please see the MOU for more specific details.					$25,000		5800
GLAD Project Contract; Project GLAD is a model of staff training for language acquisition. Teachers are trained to modify the delivery of instruction of students to promote academic language and literacy. (All Staff Members will attend)	40			1025	$25,000		5800
PLC Contract: Redefining professional learning through a cycle of continuous improvement, Building and sustaining professional learning teams, Raising achievement through school improvement planning, Data tools that support sustained improvement, Assessing the impact of professional development , Professional learning that changes classroom practice. The contract for services will include 4 full day presentations with follow-up) (4X$2,500) Costs for additional services will be covered through Title I and Title II funds.					$10,000		5800
RTI Contract: Teachers learn how to develop stakeholder support, establish leadership and a school-based RTI problem-solving team, garner parent involvement, use data to monitor progress, and implement models of intervention, and discover how RTI is most effective when built on the Professional Learning Communities at Work model, and gain practical knowledge for creating three tiers of interventions—from basic to intensive—to address student learning gaps. The contract for services will include 4 full day presentations with follow-up) (4X$2,500) Costs for additional services will be covered through Title I and Title II funds.					$10,000		5800
Sacramento California Office of Education Consultants: We are incorporating SCOE's experience as a SAIT provider to support Ella with SAIT strategies. The Consultant will also perform walkthroughs, assist the principal in developing walkthrough schools, and work with teachers to improve instruction through observation, data analysis, and coaching.	1		50	500	$25,000		5800

External Evaluator: SIG funds will provide for an external evaluator to monitor the data collection process, accessing web-based and classroom data at regular intervals through the Turnaround Office. Quarterly meetings with the Turnaround Team will review the evaluator's formative analysis of that data to inform decisions about changes in the implementation of the program. Changes to ensure appropriate progress toward program goals will be made at that time.	1			$5,000		5800
Transportation for Extended Day: 180 days of transportation	1	180	70	$12,600		5800
Transportation for Intervention Academies: 25 Days of Transportation	1	25	70	$1,750	**$139,250**	5800
MJUSD ASES: This is the part of ASES contract over $25,000. Please see ASES contract above.				$35,000		5100
GLAD Project: This is the part of GLAD Project contract over $25,000. Please see GLAD Project contract above.				$16,000	**$57,000**	5100
Indirect Rate: .0537					**$89,653**	7310
					$1,896,980	

Activity Description					Subtotal		Object Code
					(For each activity)		
	Quantity	Hours	Days	Rate	Cost		
YEAR TWO							
Curriculum Turnaround Specialist: Will work directly with teachers to provide professional development, preview/review of lessons, walkthroughs, data analysis, supports the site leadership, acts as a substitute teacher to allow teachers to perform preview/review and walkthrough activities eliminating the need to have an off-campus sub.	3			70000	$210,000		1100
Enrichment Teacher PE: Provides PE enrichment allowing for RTI to occur. Also works with ASES program to provide students enrichment activities on minimum days.					$70,000		1100
Special Education Teacher: Will allow for the implementation of IEPs for all Special Day Class and Resource Specialist designated services. In addition, teachers will be able to move forward with plans to provide instructionally relevant mainstreaming for all Special Education students and will be able to support general education classrooms by providing intervention services both inside and out of the classroom.					$70,000		1100
Additional Instructional Time 10%: The annual school minutes are increasing by 10% and the teachers salaries will need to increase in correlation.	28		65000	6500	$182,000		1100
Turnaround Team Meetings: The turnaround team meets once a month during the school year for 2 hours. This funding covers the extra duty for the teacher participants.	8	2	9	43.86	$6,316		1100
Weekly Articulation Meetings (extra duty): This funding allows teachers to articulate once a week on their own time. This is in addition to the articulation that occurs due to banked time on Wednesdays.	28	1	40	43.86	$49,123		1100
Professional Development Hours: Provides each teacher at the site 30 hours of professional development outside of the regular school day allowing PD to be provided without taking teachers out of the classroom.	28	6	5	43.86	$36,842		1100
Substitutes (3 Teacher Release Days for peer coaching): Teachers will be released once a trimester to work with other teachers in designing and previewing lessons, completing walkthroughs and reviewing lessons.	24		3	110	$7,920		1100

Description						
Substitutes: allowing teachers to attend 10 days of professional development throughout the school year (Project Glad, HQFI, RTI, PLC):	28		10	110	$30,800		1100
Parent Involvement Presenter: Provides a presenter for 60 hours of parent in-service.	1	3	20	43.86	$2,632		1100
Full Time Annual Bonuses (Certificated): Provides $5,000 bonuses if the school site as a whole meets the achievement goals within the SIG application by staff directly supervised by the site principal.	31			5000	$155,000		1100
ACES HQ Teacher (extra duty): Provides a highly qualified teacher to provide quality instruction and not just tutoring or homework completion 2 hours a day in the after school ASES program to increase student instructional time. The certificated teacher will work with students after the regular school day ends to provide academic and enrichment activities aligned to content standards and regular day curriculum. The certificated teacher will design lesson plans, organize student groups, facilitate tutoring sessions, and measure student progress.	5		180	43.86	$15,790		1100
Intervention Academies Staff (20 instructional days + daily PD and Prep and four half days for PD and prep): Provides a teaching staff for the five week long Intervention Academies. Students attend for six hours and teachers participate in high quality lesson study for 2 hours a day.	10	8	22	43.86	$77,194		1100
KinderCamp Teachers (additional week of KinderCamp)	2	6	5	43.86	$2,632		1100
KinderCamp Preschool Teacher(additional week of KinderCamp)	2	6	5	11.25	$675		1100
Students Services Administrator: will be hired to promote and oversee positive behavior efforts, support the site principal in educational leadership, and provide support and training to students, parents and staff in diminishing discipline issues. The position will encompass many responsibilities. The SSA will foster the growth of professional learning communities, meet with students regarding academic and social expectations, facilitate positive intervention program(s), and promote parent and community involvement.	1				$92,000		1300
School Psychologist (50%): Will not only provide better coverage of mandated issues of Special Education, but also more preventative activities, such as individual and group counseling, parenting classes, staff support, social skills training, classroom management support, and bully prevention. Over time, the increased support from the school psychologist will overtime reduce the discipline referrals and suspension rates at Ella School and in turn increase time engaged in learning in the classroom.	.5			72,000	$36,000	**$1,044,923**	1300

Description					Amount		Code
Support Staff PD (extra duty): Provides 20 hours of professional development time for support staff to integrate them in high quality instructional, behavioral, and social practices that benefit students and families.	17	2	10	20	$6,800		2100
Intervention Academies Staff: Provides support staff for the five week long Intervention Academies.	3	6	20	20	$7,200		2100
Data Facilitator: Will provide Ella Elementary staff with data and support at a moments notice to support articulation and collaboration in regards to student achievement, surveys, pre and post testing, professional development, and academic trends freeing educators up to do what they do best …promote high quality academic achievement and is the direct link to the Turnaround Office.					$45,000		2400
Parent Meetings (childcare): Provides 60 hours of childcare allowing parents to attend Parent Academies.	1	3	20	15	$900		2900
Full Time Support Staff annual Bonus (Classified): Provides $1,000 bonuses if the school site as a whole meets the achievement goals within the SIG application by staff directly supervised by the site principal.	17			1000	$17,000	**$76,900**	2100/2200/2400
Student Services Administrator: Total Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1				$23,000		3101/3321/3401/3501/3601/
School Psychologist:: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1				$12,000		3101/3321/3401/3501/3601/
Curriculum Turnaround Specialist: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	3			18000	$54,000		3101/3321/3401/3501/3601/
Enrichment Teacher PE: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1				$18,000		3101/3321/3401/3501/3601/
Special Education Teacher: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1				$18,000		3101/3321/3401/3501/3601/
Additional Instructional Time 10%: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	28			1700	$47,600		3101/3321/3401/3501/3601/
Turnaround Team Meetings: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	8	2	9	5	$742		3101/3321/3401/3501/3601/
Weekly Articulation Meetings: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	28	1	40	5	$5,768		3101/3321/3401/3501/3601/

Description							
PD Hours: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	28	6	5	5	$4,326		3101/3321/3401/3501/3601/
Substitutes (3 Teacher Release Days) : Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	24		3	13	$931		3101/3321/3401/3501/3601/
Substitutes for PD Throughout Year: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	24		10	13	$3,103		3101/3321/3401/3501/3601/
Parent Involvement Presenter: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1	3	20	5	$309		3101/3321/3401/3501/3601/
ACES HQ Teacher: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	1	2	180	5	$1,854		3101/3321/3401/3501/3601/
Intervention Academies Staff (Certificated) : Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	10	8	22	5	$9,064		3101/3321/3401/3501/3601/
KinderCamp Teachers: (Certificated) Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	2	6	5	5	$309		3101/3321/3401/3501/3601/
KinderCamp Preschool Teacher: Benefits (this includes the PERS Reduction of $3.13 for every $100 earned = $5.634)	2	6	5	3	$180		3101/3321/3401/3501/3601/
Full Time Annual Bonuses (Certificated) : Benefits (Approximately 25% of bonus)	31			1250	$38,750		3202/3312/3322/3402/3502/3602/3802
Support Staff PD: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions) (this includes the PERS Reduction of $3.13 for every $100 earned = $53.21)	17	2	10	5	$1,700		3202/3312/3322/3402/3502/3602/3802
Data Facilitator: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions) (this includes the PERS Reduction of $3.13 for every $100 earned = $352.125)	1				$11,250		3202/3312/3322/3402/3502/3602/3802
Full Time Support Staff annual Bonus: Benefits (Approximately 25% of bonus)	17			250	$4,250		3202/3312/3322/3402/3502/3602/3802
Intervention Academies Staff (Classified) : Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions) (this includes the PERS Reduction of $3.13 for every $100 earned = $56.34)	3	6	20	5	$1,800		3202/3312/3322/3402/3502/3602/3802
Parent Meetings (childcare) : Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions) (this includes the PERS Reduction of $3.13 for every $100 earned = $7.0425)	1	3	20	4	$225	**$257,161**	3312/3322/3502/3602
Flash Drives 2Gb: Allows students and educators to share documents from computer to computer and between home and school	150			8	$1,200		4300

Meeting and Office Supplies: general office and meeting supplies at $615 per month x 12 months				$7,388		4300
RIC Summative Assessments; Class sets of the SCOE Reading centers standards based Open Court assessments for grade levels K-6.				$5,000		4300
Intervention Academies Materials: General Classroom Supplies to operate the academies (including supplemental instructional resources from core curriculum including intervention and acceleration) (5 weeks at $1,000 a week)	5 weeks		1000	$5,000		4300
Sound System (Includes Install) Provides consistent opportunities for students to engage through multimedia increasing student focus and attention, ensuring all students become actively engaged in classroom discussions despite any language and/or communication issues they may be experiencing. Through this technology teachers and students will be free to move about the classroom as needed to complete learning projects	15		5600	$84,000		4400
Netbook Carts: Locked cabinet to store Netbooks, Also allows for mobility of Netbooks to other areas of the campus.	5		1835	$9,175		4400
Netbooks with software: Facilitates and enriches student learning experience in all areas of Turnaround Plan	140		552.03	$77,284		4400
Computers	70		1100	$77,000		4400
Student Response Systems: Promotes student engagement, allows for easy evaluation and immediate reteaching.	4		1798.1	$7,193	**$273,240**	4400
Sacramento California Office of Education High Quality First Instruction, Data analysis, and leadership training	40		150	$6,000		5800
MJUSD ACES Contract: ASES will be offered to all students at Ella Elementary. Ella Elementary School will collaborate with the After School Education and Safety (ASES) program to target at-risk students and improve academic achievement. School Improvement funding will allow the program to increase the number of students served, and include a highly qualified, certificated teacher. The certificated teacher will work with students and program staff for one hour after the regular school day ends to provide academic and enrichment activities aligned to content standards and regular day curriculum. The certificated teacher will design lesson plans, organize student groups, facilitate tutoring sessions, and measure student progress. Students who participate in the afterschool program have improved homework completion rates, test scores, and regular day attendance. The experience and knowledge of a certificated teacher will dramatically improve the academic component of the program, expanding opportunities for improved student achievement.				$25,000		5800

Description							Code
PLC Contract: Redefining professional learning through a cycle of continuous improvement, Building and sustaining professional learning teams, Raising achievement through school improvement planning, Data tools that support sustained improvement, Assessing the impact of professional development , Professional learning that changes classroom practice					$10,000		5800
RTI Contract: Teachers learn how to develop stakeholder support, establish leadership and a school-based RTI problem-solving team, garner parent involvement, use data to monitor progress, and implement models of intervention, and discover how RTI is most effective when built on the Professional Learning Communities at Work model, and gain practical knowledge for creating three tiers of interventions—from basic to intensive—to address student learning gaps.					$10,000		5800
Sacramento California Office of Education Consultants: We are incorporating SCOE's experience as a SAIT provider to support Ella with SAIT strategies. The Consultant will also perform walkthroughs, assist the principal in developing walkthrough schools, and work with teachers to improve instruction through observation, data analysis, and coaching.	2		50	500	$25,000		5800
External Evaluator: SIG funds will provide for an external evaluator to monitor the data collection process, accessing web-based and classroom data at regular intervals through the Turnaround Office. Quarterly meetings with the Turnaround Team will review the evaluator's formative analysis of that data to inform decisions about changes in the implementation of the program. Changes to ensure appropriate progress toward program goals will be made at that time.	1				$5,000		5800
Transportation for Extended Day: 180 days of transportation	1		180	70	$12,600		5800
Transportation for Intervention Academies: 25 Days of Transportation	1		25	70	$1,750	**$95,250**	5800
Sacramento California Office of Education Consultants: This is the part of SCOE contract over $25,000. Please see SCOE contract above. Work with teachers to improve instruction through observation, data analysis, and coaching.				25000	$25,000		5100
MJUSD ASES: This is the part of ASES contract over $25,000. Please see ASES contract above.					$35,000	**$60,000**	5100
Indirect Rate: .0537						**$89,507**	7310
						$1,896,981	

Activity Description					Subtotal		Object Code
					(For each activity)		
	Quantity	Hours	Days	Rate	Cost		
YEAR THREE							
Curriculum Turnaround Specialist: Will work directly with teachers to provide professional development, preview/review of lessons, walkthroughs, data analysis, supports the site leadership, acts as a substitute teacher to allow teachers to perform preview/review and walkthrough activities eliminating the need to have an off-campus sub.	2			70000	$140,000		1100
Enrichment Teacher PE: Provides PE enrichment allowing for RTI to occur. Also works with ASES program to provide students enrichment activities on minimum days.					$70,000		1100
Special Education Teacher: Will allow for the implementation of IEPs for all Special Day Class and Resource Specialist designated services. In addition, teachers will be able to move forward with plans to provide instructionally relevant mainstreaming for all Special Education students and will be able to support general education classrooms by providing intervention services both inside and out of the classroom.					$70,000		1100
Additional Instructional Time 10%: The annual school minutes are increasing by 10% and the teachers salaries will need to increase in correlation.	28		65000	6500	$182,000		1100
Turnaround Team Meetings: The turnaround team meets once a month during the school year for 2 hours. This funding covers the extra duty for the teacher participants. The summer months have been added for meetings to focus on continued sustainability of grant strategies and student growth.	14	2	12	43.86	$14,737		1100
Weekly Articulation Meetings (extra duty): This funding allows teachers to articulate once a week on their own time. This is in addition to the articulation that occurs due to banked time on Wednesdays.	28	1	40	43.86	$49,123		1100
Substitutes (3 Teacher Release Days for peer coaching): Teachers will be released once a trimester to work with other teachers in designing and previewing lessons, completing walkthroughs and reviewing lessons.	24		3	110	$7,920		1100
Parent Involvement Presenter: Provides a presenter for 60 hours of parent in-service.	1	3	15	43.86	$1,974		1100

Description							
Full Time Annual Bonuses (Certificated): Provides $5,000 bonuses if the school site as a whole meets the achievement goals within the SIG application by staff directly supervised by the site principal.	31			5000	$155,000		1100
Intervention Academies Staff (20 instructional days + daily PD and Prep and four half days for PD and prep): Provides a teaching staff for the four week long Intervention Academies. Students attend for six hours and teachers participate in high quality lesson study for 2 hours a day.	10	8	22	43.86	$77,194		1100
KinderCamp Teachers (additional week of KinderCamp)	2	6	5	43.86	$2,632		1100
KinderCamp Preschool Teacher(additional week of KinderCamp)	2	6	5	11.25	$675		1100
Students Services Administrator: Will be hired to promote and oversee positive behavior efforts, support the site principal in educational leadership, and provide support and training to students, parents and staff in diminishing discipline issues. The position will encompass many responsibilities. The SSA will foster the growth of professional learning communities, meet with students regarding academic and social expectations, facilitate positive intervention program(s), and promote parent and community involvement.					$92,000	**$793,254**	1100
Support Staff PD (extra duty): Provides 20 hours of professional development time for support staff to integrate them in high quality instructional, behavioral, and social practices that benefit students and families.	17	2	10	20	$6,800		1100
Intervention Academies Staff: Provides support staff for the four week long Intervention Academies.	3	6	20	20	$7,200		1300
Parent Meetings (childcare): Provides 60 hours of childcare allowing parents to attend Parent Academies.	1	3	20	15	$900		2100
Full Time Support Staff annual Bonus (Classified): Provides $1,000 bonuses if the school site as a whole meets the achievement goals within the SIG application by staff directly supervised by the site principal.	17			1000	$17,000		2100
Student Services Administrator: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)					$23,000		2400
Curriculum Turnaround Specialist: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	3			18000	$54,000	**$31,900**	2100/2200/2400
Enrichment Teacher PE: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)					$18,000		3101/3321/3401/3501/3601/

Special Education Teacher: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)					$18,000		3101/3321/3401/3501/3601/
Additional Instructional Time 10%: Benefits (Approximately 25% of salary: Because the personnel for this position has yet to be determined the actual salary is estimated based on district averages of like positions)	28			1700	$47,600		3101/3321/3401/3501/3601/
Turnaround Team Meetings: Benefits	14	2	12	5.15	$1,730		3101/3321/3401/3501/3601/
Weekly Articulation Meetings: Benefits	28	1	40	5.15	$5,768		3101/3321/3401/3501/3601/
Substitutes (3 Teacher Release Days) : Benefits	24		3	12.93	$931		3101/3321/3401/3501/3601/
Parent Involvement Presenter: Benefits	1	3	20	5.15	$309		3101/3321/3401/3501/3601/
Intervention Academies Staff (Certificated) :	10	8	22	5.15	$9,064		3101/3321/3401/3501/3601/
KinderCamp Teachers: (Certificated)	2	6	5	5.15	$309		3101/3321/3401/3501/3601/
KinderCamp Preschool Teacher: Benefits (this includes the PERS Reduction of $3.13 for every $100 earned = $5.634)	2	6	5	3	$180		3101/3321/3401/3501/3601/
Full Time Annual Bonuses (Certificated) : Benefits	31			1250	$38,750		3101/3321/3401/3501/3601/
Support Staff PD: Benefits (this includes the PERS Reduction of $3.13 for every $100 earned = $53.21)	17	2	10	5	$1,700		3101/3321/3401/3501/3601/
Full Time Support Staff annual Bonus: Benefits (this includes the PERS Reduction of $3.13 for every $100 earned = $133.025)	17			250	$4,250		3202/3312/3322/3402/3502/3602/3802
Intervention Academies Staff (Classified) : Benefits (this includes the PERS Reduction of $3.13 for every $100 earned = $70.425)	3	6	20	5	$1,800	**$189,616**	3202/3312/3322/3402/3502/3602/3802
Meeting and Office Supplies: general office and meeting supplies at $765 per month x 12 months (Additional meetings are scheduled in year three to plan and ensure sustainability)					$1098		4300
Netbooks with software	200			552.03	$110,406	$111,504	4400
Sacramento California Office of Education Consultants: We are incorporating SCOE's experience as a SAIT provider to support Ella with SAIT strategies. The Consultant will also perform walkthroughs, assist the principal in developing walkthrough schools, and work with teachers to improve instruction through observation, data analysis, and coaching.	1		20	500	$10,000		5800

External Evaluator: SIG funds will provide for an external evaluator to monitor the data collection process, accessing web-based and classroom data at regular intervals through the Turnaround Office. Quarterly meetings with the Turnaround Team will review the evaluator's formative analysis of that data to inform decisions about changes in the implementation of the program. Changes to ensure appropriate progress toward program goals will be made at that time.	1				$8,000		5800
Transportation for Intervention Academies: 20 Days of Transportation	1		20	150	$3,000	**$21,000**	5800
Indirect Rate: .0537						**$58,764**	7310
						$1,206,309	

SIG Form 6 – General Assurances and Certifications

General Assurances
(Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;

2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the CDE the school-level data as described in this RFA.

5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.

6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.

7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.

8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.

9. The applicant will use funds only for allowable costs during the sub-grant period.

10. The application will include all required forms signed by the LEA Superintendent or designee.

11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).
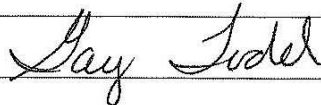
12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.

13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.

14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.

15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)

16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.

17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.

18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.

19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.

20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.
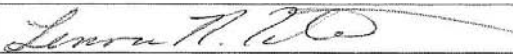
Agency Name:	Marysville Joint Unified School District
Authorized Executive:	Gay S. Todd, Ed.D.
Signature of Authorized Executive	*Gay Todd*

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Marysville Joint Unified School District
Name of Authorized Executive:	Lenora R. Tate
Title of Authorized Executive:	Executive Director, Educational Services
Signature of Authorized Executive:	*[signature]*
Date:	8/25/2010

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

■ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

> **Note**: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

■ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note**: This waiver applies to Tier I and Tier II schools only)

❑ Implementing a school-wide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note**: This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note**: An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	PROJECTED COST
						INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		
Ella Elementary	58727366056683	062409003626	✪			✪				✪		

SIG Form 10– Implementation Chart for a Tier I or Tier II School
Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Ella Elementary   Tier ⬤ I or II (circle one)

Intervention Model: ■ Turnaround □ Restart □ Closure □ Transformation

Total FTE required: __0__ LEA ___9___ School __0___ Other

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
GS	Establish District Support Team	April 2010	$0	In-Kind District Funds for regular admin salaries and paperwork.	Restructuring Team Checklist, What Works When, p. 67, http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf Meeting Action Planner, What Works When, p. 74, http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf Resources: Organizing the District Restructuring Team, What Works When, pp. 57-58, http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf Preparing for Further Action, What Works When, pp. 65-66, http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf Establishing Team Structures to Drive Improvement, CII, SIG Handbook, pp. 65-66, www.centerii.org/survey SCOE	Superintendent

RP SS RPR PD GS IP SD ILT SCO	Hold District Support Team Meetings	Once a month 2010-2013 Beginning in April 2010		In-Kind District Funds for regular admin salaries and paperwork.	Establishing Team Structures to Drive Improvement, CII, SIG Handbook, pp. 65-66, www.centerii.org/survey Preparing for Further Action, What Works When, pp. 65-66, http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf Deciding and Learning, The Mega System, pp. 37-117, www.centerii.org Indicators of Effective Practice (School), CII, SIG Handbook, pp. 193-199, www.centerii.org/survey Enabling More Quick Wins and Local Innovation Overview and Background, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Local Wins and Innovations> Overview or Background (includes innovation team planning guide) Breaking the Habit of Low Performance, www.centerii.org/survey Actions and Results, www.centerii.org/survey Eight Elements of High School Improvement: A Mapping Framework, NHSC, SIG Handbook, pp. 205-209, www.centerii.org/survey Turnaround Team Meetings: $7,500 Additional Turnaround Meetings Scheduled for Year Three to prepare for sustainability.	District Support Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RP SS RPR PD GS IP SD ILT SCO	Schedule stakeholder meetings	April 2010	$0	In-Kind District Funds for regular admin salaries and paperwork.	Stakeholder Review Worksheet, Change Toolkit, www.reinventingeducation.org (free registration required). Click on GetTools>Change Masters>Enlisting Supporters>Action Tools	Executive Director Educational Services
	Conduct Needs Analysis	April – May 2010			ELSSA, LRE, APS, DAS, Edusoft, Dataquest, Education for the Future	District Support Team
	Recruit External Providers	April – May 2010			Evaluating the Statewide System of Support, www.centerii.org/survey. The evaluation principles in this document may also be used to evaluate external partners.	Superintendent
	Select School Intervention Model	April 2010			Assessing the District's Capacity to Lead Change: A Guided Strengths, Weaknesses, Opportunities, Threats Analysis, What Works When, p. 68, http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf Resources: Assessing the Team and District Capacity, What Works When, pp. 58-60, http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf District Support Team SCOE	Superintendent
	Communicate with stakeholders	April to May 2010			Making a Plan to Include Stakeholders from What Works When, pp. 61-65.	Site Principal Turnaround Office
	Define roles, set performance expectations, establish benchmarks and monitoring procedures.	April to August 2010			Needs Analysis Toolkit for Implementing the School Improvement Grant Monitoring Fidelity of Implementation, CII, SIG Handbook, pp. 81-82, www.centerii.org/survey Procedures set Annually in May and reviewed in August when CSTs are released.	District Support Team
	Develop relationships: State, LEA, Partners/ External Providers/ Principal	April to Ongoing 2010			Selecting an Intervention Model and Partners/External Providers at: www.centerii.org. SCOE Math Consultant Education for the Future PTO ASES CSUS Tri-County BTSA	District Support Team Turnaround Office Turnaround Team

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Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RP SS RPR PD GS IP	Complete Narrative Response	April to May 2010	$0	In-Kind District Funds for regular admin salaries and paperwork.	SCOE Math Consultant CDE Centerii District Support Team Stakeholders	District Support Team
SD ILT SCO	Complete Budget Narrative	April to May 2010			District Support Team Needs Analysis	District Support Team
	Make revisions based on stakeholder and District Support Team Feedback	April to May 2010			District Support Team Stakeholder Input	District Support Team
	Compile all required grant paperwork	May 2010			Executive Director Educational Services	Executive Director Educational Services
	Present SIG application to the School Board	May 25 2010			Superintendent SIG Application	Superintendent
	Get Signatures of Collaborative Stakeholders, Superintendent, and authorized executive	May 2010			RFA Forms SIG Application	Executive Director Educational Services
	Deliver appropriate paperwork to CDE	May 2010			Educational Services	Executive Director
	Send electronic copy of grant to DSPC@cde.ca.gov	May 2010			Executive Director Educational Services	Executive Director Educational Services
	Receive Grant Notification	July 2010			CDE	Executive Director Educational Services

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RP SS RPR PD GS IP SD ILT SCO	Notify staff, stakeholders and community on whether the application was approved and for how much. Schedule meetings with District Support Team and stakeholders to discuss how funding will be used if amount is different than what was applied for.	July 2010		In-Kind	Educational Services	Executive Director
	Continue to work with stakeholders and build support for Turnaround Plan	April 2010 to Ongoing	$7,500 SIG	In-Kind District Funds for regular admin salaries and paperwork.	The Right Amount of Participation, Change Toolkit, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Fundamentals>Working with People>Action Tools Enlisting Supporters: Getting Buy-In and Building Coalitions Overview and Background, Change Toolkit, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Masters>Enlisting Supporters>Overview or Background. Champions and Sponsors Overview, Background, Vignettes and Video, Change Toolkit, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Champions and Sponsors>Overview, Background, Vignettes, or video Communicating about School Reform: Pre-recorded webinar and PPT available in School Improvement Grant section at: www.centerii.org See Budget Narrative: Turnaround Team Meetings: Monthly ($7,500) District Support Team Meetings: Quarterly (In-Kind) Board Reports: Monthly (In-Kind) Site Newsletter/School Messenger to all parents monthly (In-Kind)	District Support Team Turnaround Office Turnaround Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD	District administrators begin training in Professional Learning Communities and create district Mission and Vision statements/goals	May 2010 Introduction to PLC and data analysis August 2010 Develop district mission and vision	$0	$45,000 In-Kind District Funds for regular admin salaries and paperwork.	Education for the Future, Chico, CA Education for the Future presents to all district Principals: May 26 District Leadership Team attends week long Education for the Future Workshop in Chico in June.	Executive Director Educational Services
PD IP SD	District Support Team, Site Administration and site team attends Summer Institute to develop strong data analysis strategies and spend intensive time analyzing site data.	July 26 – 30, 2010	$0	$15,000 Title I,II	Education for the Future, Chico, CA July 26 - 30	Executive Director Educational Services
GS	**Appoint a new governance structure.**	June 2010	$0	In-Kind District Funds for regular admin salaries and paperwork.	Superintendent Site Principal Turnaround Team	District Support Team
RP	Create Job Descriptions and Qualification Paperwork for positions defined in SIG.	June 2010		In-Kind District Funds for regular admin salaries and paperwork.		District Support Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
SS	Hire positions defined in SIG	July to August Annually	$800,000 SIG		Candidate Comparison and Decision Tools, School Turnaround Leaders: Selection Toolkit, http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Selection_Toolkit.pdf Recruiting Staff and Attracting High-Quality Staff to Hard-to-Staff Schools, NCCTQ, SIG Handbook, pp. 89-90, www.centerii.org/survey Public Impact, School Turnaround Teachers: Competencies for Success, http://www.publicimpact.com/act-strategically-whenschools-fail/competencies-for-turnaround-success Curriculum Turnaround Specialists (4) Enrichment Teacher PE Special Education Teacher Students Services Administrator School Psychologist (50%)	District Support Team
RPR PD IP SD ILT	Purchase Equipment	Annually July to August	$230,000 SIG		Technology Department Purchasing Department	Turnaround Office
TA RPR PD IP SD ILT SCO	Contract with External Providers	Annually July to August	$140,000 SIG	In-Kind District Funds Title I, II, and III	Selecting an Intervention Model and Partners/External Providers at: www.centerii.org. SCOE Math Consultant RTI Training PLC Training Center for Teacher Effectiveness Project GLAD	Turnaround Office
	MOU with Internal Providers	Annually July to August	$60,000 SIG		Creating Internal Lead Partners for Turnaround, Mass Insight Turnaround Challenge Resource Center, http://www.massinsight.org/turnaround/reports.aspx Designing MOUs for Lead Partners, (2/10), http://www.massinsight.org/turnaround/reports.aspx#GroundLevel ASES	Turnaround Office

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
GS	**Replace Principal and at least 50% of the staff**	June 2010 Replace Principal: Completed Replace 50% of staff: Completed		In-Kind District Funds for regular admin salaries and paperwork.	Recruiting Staff and Attracting High-Quality Staff to Hard-to-Staff Schools, NCCTQ, SIG Handbook, pp. 89-90, www.centerii.org/survey Differentiating Roles, Re-assigning Staff, and Aligning Staff Competencies with School/Student Needs, NCCTQ, SIG Handbook, pp. 95-96, www.centerii.org/survey Public Impact, School Turnaround Teachers: Competencies for Success, http://www.publicimpact.com/act-strategically-whenschools-fail/competencies-for-turnaround-success School Turnaround Teachers: Selection Toolkit, http://www.publicimpact.com/act-strategically-when-schools-fail/competenciesfor-turnaround-success Recruiting Staff and Attracting High-Quality Staff to Hard-to-Staff Schools, NCCTQ, SIG Handbook, pp. 89-90, www.centerii.org/survey Differentiating Roles, Re-assigning Staff, and Aligning Staff Competencies with School/Student Needs, NCCTQ, SIG Handbook, pp. 95-96, www.centerii.org/survey Public Impact, School Turnaround Teachers: Competencies for Success, http://www.publicimpact.com/act-strategically-whenschools-fail/competencies-for-turnaround-success	District Support Team
ILT	**Increase Instructional Minutes**	No later than August 16 (First Day of School)	$230,000 SIG		Site Staff	District Support Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
IP	**Ensure that all students receive curriculum and the supports needed to pass the required District Benchmark examinations as well as to score competitively on state tests.**	August 2010 Annually in May and August– Williams Visit -ongoing as needs arise	$0	In-Kind District Funds .	Curriculum Turnaround Specialists Williams Visits Educational Services	District Support Team Turnaround Team
RPR GS OF	Appoint, establish and orient Site Turnaround Team	Annually August	$2,000 SIG		Establishing Team Structures to Drive Improvement, CII, SIG Handbook, pp. 65-66, www.centerii.org/survey Preparing for Further Action, What Works When, pp. 65-66, http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf Deciding and Learning, The Mega System, pp. 37-117, www.centerii.org Indicators of Effective Practice (School), CII, SIG Handbook, pp. 193-199, www.centerii.org/survey Breaking the Habit of Low Performance, www.centerii.org/survey Actions and Results, www.centerii.org/survey	Site Principal
RPR GS	Turnaround Team meets	August – June Monthly	$7,500 SIG		Data Facilitator School Schedules Enabling More Quick Wins and Local Innovation Overview and Background, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Wheel>Local Wins and Innovations> Overview or Background (includes innovation team planning guide)	Site Principals

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
ILT RPR PD SCO IP SD	Create Site Instructional Schedule	Annually in August	$0	In-Kind District Funds for regular admin salaries and paperwork.	Restructuring and Extending the School Day, NHSC, SIG Handbook, pp. 153-154, www.centerii.org/survey Initiatives in High Poverty & High-Minority Schools & Districts, Center for American Progress, http://www.americanprogress.org/issues/2008/07/elt_report1.html Research on expanded learning and case studies of successful programs, National Center on Time & Learning, http://www.timeandlearning.org/resources/index.html Statewide After School Networks: Examples of Effective Practices, C.S. Mott Foundation, www.statewideafterschoolnetworks.net/resources/dat/pp-2003.pdf Includes a listing of organizations and assistance available. Integrating Expanded Learning and School Reform Initiatives: Challenges and Strategies, Learning Point Associates, www.learningpt.org/catalog The Cost of Quality Out of School Time Programs, Wallace Foundation, www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus What Works Clearinghouse Practice Guide: Structuring Out of School Time to Improve Academic Achievement, www.ies.ed.gov/ncee/wwc	District Support Team Site Principal
	Create Site Intervention Schedule	Annually in August with Monthly Follow-Up	$7,500 SIG	In-Kind District Funds for regular admin salaries and paperwork.	Using Response to Intervention, COI, SIG Handbook, pp. 123-126, www.centerii.org/survey Turnaround Team Meetings: $7,500	Turnaround Team
	Develops schedule for RTI and Enrichment PE Teacher and Special Education Teacher	Annually in August with Monthly Follow-Up				

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD IP SD	New Site staff looks at information and analysis	Orientation August 2010 Weekly throughout school year	$10,000 SIG $56,000 Articulation Banked Time for Wednesdays See PD Budget	In-Kind District Funds for salaries and paperwork.	What Works Clearinghouse Practice Guide: Using Student Achievement Data to Support Instructional Decisionmaking, www.ies.ed.gov/ncee/wwc Banked Time (Please See Instructional Minutes) Education for the Future	Turnaround Team
	New Site staff looks at Demographics: Students, Staff, Community	Orientation August 2010 Weekly throughout school year			Learning Indicators, The Mega System, pp. 123-135, www.centerii.org/survey Education for the Future	Turnaround Team
	New site staff defines results: strengths and areas of improvement	Annually in August			Thomas, R.S. How to Survive Data Overload. Principal leadership, October, 2006). Includes tool Team Dialogue Guide: Moving From Data to Classroom Instructional Improvement and Reflection Guide. http://www.principals.org/Portals/0/Content/54349.pdf	Turnaround Team
GS RPR PD IP SD ILT SCO	New site staff defines vision: Goals, Objectives, and standards	Annually in August			The Mega System, pp. 65-85, www.centerii.org/survey Align Instruction with State Standards, Restructuring Handbook, pp. 79-80, www.centerii.org/survey Aligning Instruction (Vertically and to Standards), COI, SIG Handbook, pp.109-110, www.centerii.org/survey	Turnaround Team
	New Site Staff define values and beliefs (Perceptions): culture, climate, processes	Annually in August			Shaping Organizational Culture Overview and Background, Change Toolkit, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Fundamentals>Shaping Organizational Culture>Overview or Background Education for the Future	Turnaround Team
	New site staff defines vision and goals in relation to district and state vision and goals.	Annually in August			Education for the Future, Chico, CA	Turnaround Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
GS RPR PD IP SD ILT SCO	New site staff defines Purpose: Mission statement	August 2010 Re-evaluates annually in August	$10,000 SIG $56,000 Articulation Banked Time for Wednesdays See PD Budget	In-Kind District Funds for salaries and paperwork.	Education for the Future, Chico, CA	Turnaround Team
	New site staff begins quality planning: defining gaps, root causes, analysis, action plan, strategies, activities, finances, implementation strategies (leadership, professional development, partnership development.	August 2010 and on and monthly throughout grant period	SIG PD Funds $56, 250 SIG Data Facilitator Please see Budget and Budget Narrative	In-Kind District Funds for salaries and paperwork.	Using Instructional Practice Data to Alter Strategies, COI, SIG Handbook, pp.117-120, www.centerii.org/survey Documenting and Reporting Progress to Inform Practice, CII, SIG Handbook, pp. 83-84, www.centerii.org/survey	Turnaround Team
FCE SCO	Community resources are contacted to provide services to Ella Elementary and build a collaborative working relationship through the development of a community calendar.	Annually in July	SIG $173,000	In-Kind District Funds	School Psychologist ($48,000) Salary for .5 FTE position Student Services Administrator ($125,000) Salary for 1 FTE position	Student Services Administrator

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
FCE SD SCO	One on one contact is made with each student's parent/ guardian by site administrator	Once a Trimester Beginning in August Annually and as needed	SIG $173,000	In-Kind District Funds	School Psychologist ($48,000) Salary for .5 FTE position Student Services Administrator ($125,000) Salary for 1 FTE position	Student Services Administrator
SCO SD	Behavior Modification Plans are developed					Student Services Administrator
RPR PD SD ILT SCO	Schedule is developed for Positive Behavior Activities and Training					Student Services Administrator
	Referrals for special education services are tracked	August – December Annually				School Psychologist
	Preventative activities, such as individual and group counseling, parenting classes, staff support, social skills training, classroom management support, and bully prevention are scheduled, presented, and evaluated.	July – August Annually				School Psychologist
	Instructionally relevant mainstreaming schedule created	August Annually	$88,000 SIG $350,000 SIG	$0	Special Education Staff Curriculum Turnaround Specialists	Pupil Services

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
IP SD ILT SCO	Learning Center Schedule Established	August Annually	$88,000 SIG $350,000 SIG	$0	Special Education Staff Curriculum Turnaround Specialists	Pupil Services
IP SD ILT SCO	Inclusion at all grade levels and in all subject areas is maximized	August 2010 – 2013 Weekly Articulation Meetings	$10,000 SIG $56,000 Articulation	In-Kind District Funds	RTI Training ($10,000 SIG) Response to Intervention Collaborative teaching	Building Director Pupil Services Curriculum Turnaround Specialists
RPR PD SD SCO	Special Education and General Education teachers collaborate	Monthly	Banked Time for Wednesdays See PD Budget		All Teachers Pupil Services Curriculum Turnaround Specialists	Site Principal
PD	Training on how to accommodate students three years below grade level takes place	Once a trimester			All Teachers RTI Training Pupil Services Curriculum Turnaround Specialists	Site Principal
RPR PD SD SCO	Academic Intervention Schedule developed and insight provided to general education teachers on providing differentiated instruction relevant to student modification and accommodation needs	July – August Annually	$160,000 SIG		Special Education Staff Special Education CTS	Pupil Services

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD RPR	SCOE Consultant and math Consultant mentor Curriculum Turnaround Specialists	Weekly	$50,000 SIG		SCOE Consultant Math Consultant CTSs	Site Principal
PD RPR	Curriculum Turnaround Specialist receive leadership training	August	$5,000 SIG		SCOE Turnaround Office	Site Principal
	Curriculum Turnaround Specialists Build Relationships with staff	Daily Walkthroughs	$10,000 SIG $56,000 Articulation Banked Time for Wednesdays See PD Budget Walkthroughs		SCOE	Site Principal Turnaround Team
RPR PD	Curriculum Turnaround Specialists Develop Schedule for preview/review/ walkthrough visitations that integrates with other PD and articulation	August Annually	$350,000 SIG		Turnaround Office SCOE	Site Principal

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD	**Define goals of professional development and how it will be evaluated and monitored**	August 2010 And Annually May-August		In-Kind District Funds for regular admin salaries and paperwork.	Standards for Staff Development. National Staff Development Council, Dallas, TX. Retrieved from http://www.nsdc.org/standards/index.cfm Definition of Professional Development. National Staff Development Council. Dallas, TX. Retrieved from www.nsdc.org/standfor/definition.cfm Professional Learning in the Learning Profession. National Staff Development Council, Dallas, TX. Retrieved from http://www.nsdc.org/stateproflearning.cfm Providing Professional Development, NCCTQ, SIG Handbook, pp. 103-104, www.centerii.org/survey Needs Analysis Turnaround Team Input	District Support Team Site Principal
PD ILT	Define professional development schedule	Annually August	$1,000 SIG	In-Kind District Funds for regular admin salaries and paperwork.	Needs Analysis Reorganizing Scattershot PD efforts into a coherent 5-year school plan. Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=30	Executive Director Educational Services Turnaround Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD	**Structure professional development to provide adequate time for collaboration, active learning, and instructional planning.**	Every Wednesday during school year throughout grant funding.	$56,000 Articulation Banked Time for Wednesdays See PD Budget	In-Kind District Funds Due to School Size Budget cut: MJUSD will support ongoing PD in Year 3 through Title I, II, and III.	Apply What You Know: Designing Effective Professional Development. Chapel Hill, NC: Public Impact. Retrieved from: http://publicimpact.com/images/stories/publicimpact/documents/RichlandCountyPDPlanning.pdf Resources: Creating a climate of professionalism by providing facilities, time & opportunities for collaboration. Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=297 Decision-Making Indicators: Shared Leadership, The Mega System, pp. 54-57, www.centerii.org/survey Resources: Shared Leadership, The Mega System, pp. 40-46, www.centerii.org/survey Restructuring Handbook, pp. 70-73, 93-95, www.centerii.org/survey Establishing Team Structures to Drive Improvement CII, SIG Handbook, pp. 65-66, www.centerii.org/survey	Turnaround Team
PD	Guarantee teachers and administrators sufficient time and resources for high-quality, sustained, current professional development that supports effective practice and collaboration	August 2010 - ongoing			SCOE PLC Trainers RTI Presenters GLAD Project Faculty Surveys and Evaluations	Turnaround Office Building Leadership

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD **RPR** **IP** **SD**	**On an annual basis, fund and implement all professional development required to effectively deliver existing curricula and to implement new curricula**	District PD plan for each year completed by August	$56,000 SIG Articulation $125,000 SIG Student Services Administrator Banked Time for Wednesdays See PD Budget	In-Kind District Funds	Funded through existing grants	Turnaround Office Building Leadership
PD	**Provide rigorous staff development**	August – June Annually	$160,000 SIG $120,000 SIG	Minimum $36,000 In-Kind District Funds for regular admin salaries and paperwork. ==Due to School Size Budget cut: MJUSD will support ongoing PD in Year 3 through Title I, II, and III.==	SCOE Math Consultant Education for the Future RTI/PLC Presenters GLAD Project Internal Partners Effective Professional Development—what do we know. Chapel Hill, NC: Public Impact. Retrieved from: http://publicimpact.com/images/stories/publicimpact/documents/RichlandCountyEffectivePD.pdf $160,000 SIG Teacher Extra Duty and Substitute Teachers $120,000 SIG PD Contracts Minimum $36,000 Four additional PD Days In-Kind District Funds for regular admin salaries and paperwork.	District Support Team Turnaround Team
RPR PD IP SD SCO	Professional Learning Communities Training	August - June Annually	$20,000 SIG		Education for the Future, Chico, CA CSUS Tri-County BTSA	Turnaround Office Turnaround Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD RPR	Teacher Leaders are developed through peer coaching	Once a trimester	$10,000 SIG		Using the Collaborative Coaching & Learning Professional Development Model to transform teaching . Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=311 See research syntheses and indicators of effective practice in the Handbook on Restructuring and Substantial School Improvement and The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey SCOE Math Consultant	Site Principal SCOE
PD RPR ILT	Align Professional development with classroom walkthroughs	Ongoing	$0	In-Kind District Funds	Providing Professional Development, NCCTQ, SIG Handbook, pp. 103-105, www.centerii.org Reorganizing Scattershot PD efforts into a coherent 5-year school plan. Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=304 The Mega System, pp. 119-121, 134-135, www.centerii.org/survey Changing and Monitoring Instruction and Systems for Improved Teaching and Learning, Handbook on Restructuring and Substantial School Improvement, pp. 77-104 Learning—It's a Big World Out There, The Mega System pp. 65-135, www.centerii.org/survey	Turnaround Team Superintendent Turnaround Office
PD RPR IP SD SCO	Weekly staff articulation meetings take place	Weekly on Wednesdays Plus 1 additional hour a week	$56,000 Articulation	Banked Time	Education for the Future SCOE PLC and RTI Training Student Data	Site Principal

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD RPR IP SD SCO	Peer articulation occurs	Weekly on Wednesdays	$56,000 SIG	Banked Time on Wednesdays	Making time in the school day for structured collaborative practice. Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=302 Creating a culture of collaboration by building trust, time & procedures for the sharing of instructional practice. Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=310	Turnaround Team Faculty
	Peer Observation occurs	Once a Trimester	$10,000 SIG Extra Duty for Preview/ Review	Due to School Size Budget cut: MJUSD will support ongoing PD in Year 3 through Title I, II, and III.	CTS as substitute CTS as Mentor	Turnaround Team Faculty
TA PD RPR IP SD	SCOE Consultant and math Consultant work with teachers	At least every other school day (80 total visits in Year 1 and 2, and 20 total visits in Year 3)	$100,000 SIG		SCOE	Site Principal
PD RPR IP SD ILT FCE SCO	GLAD Project Training	December 2010 2 Day Orientation (Non-School Day) Week long Modeling at December Intervention Academy	$40,000 SIG $45,000 SIG		GLAD Project Teachers Extra Duty	Site Principal
	RTI Training	Twice a Trimester	$10,000 SIG	$15,000 Title II on PD Days	RTI Presenters	Pupil Services Director Educational Services
	Technology Professional Development		$56,000 SIG Articulation $125,000 SIG Student Services Admin.	Banked Time for Wednesdays	Trained District Instructors	Turnaround Office

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RPR PD IP SD ILT SCO	Support the development of new teachers, increased instructional effectiveness for all teachers, and collaborative use of assessment data by placing instructional Curriculum Turnaround Specialists at the site.	August 2010 - 2013	$352, 000 SIG $56, 250 SIG Data Facilitator Year One and Two	In-Kind District Funds	Tri-County BTSA (ITQ) Chico State Co-STARS (CPEC)	Turnaround Office Curriculum Turnaround Specialists

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RPR PD IP SD ILT SCO	Enhance staff retention and employee referrals by strengthening connections among employees, and between employees and the district	Strengthening progressively over term of Strategic Plan		In-Kind District Funds	Feedback in exit interviews	Building Leadership Assistant Superintendent Personnel
RPR SCO	Develop pools of diverse, qualified potential future hires by pursuing networking opportunities, as well as substituting, pre-practica and practica arrangements with area colleges and universities	Strengthening progressively over term of Strategic Plan		In-Kind District Funds	Partnership agreement(s) with one or more area colleges/universities Chico State (Co-STARS grant) (BTSA grant) Increased numbers of student teachers on site in	Executive Director Educational Services Assistant Superintendent Personnel
RPR SCO	Provide support staff with career planning supports that encourage individuals' progress towards professional careers in education	Strengthening progressively over term of Strategic Plan		In-Kind District Funds	Chico State (Co-STARS grant)	Executive Director Educational Services Assistant Superintendent Personnel

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD IP SD ILT SCO	Use engaging instructional practices across all curricular areas and grade levels (i.e.: emphasize challenge and higher-order thinking, creativity, active and participatory learning, and high-interest connections to the real world).	Ongoing	$56,000 Articulation Banked Time for Wednesdays See PD Budget	In-Kind District Funds	Teacher evaluation documents (Site Principal Only) Walkthrough data Student work products	Building Leadership Turnaround Team Turnaround Office
	Integrate technology, media literacy, establish technology literacy classes for students. Renew the technological infrastructure of the school system.	August-November 2010 5-6th Netbooks 1:2 ratio Teachers Netbooks 1:1 ratio August – November 2011 3rd -6th Netbooks 1:1.5 ratio August – November 2011 K – 1st 1:5 ratio August – November 2012 2nd – 6th grades Netbook ratio 1:1.5 K-1 Desktop ratio 1:5	$10,000 PD SIG	In-Kind District Funds	California Technology Assistance Project http://www.myctap.org/ District Technology Plan E-Rate Principal Walkthroughs	District Support Team Dir. Of Technology Building Leadership

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
	Classrooms are monitored for appropriate instructional strategies leading to positive student engagement	Weekly Ongoing	SIG $173,000	In-Kind District Funds	School Psychologist ($48,000) Salary for .5 FTE position Student Services Administrator ($125,000) Salary for 1 FTE position	Student Services Administrator
	Demonstrate sound practices, effective classroom management, and communication with parents.	Daily Ongoing	$5,000 Parent Academies $56, 250 SIG Data Facilitator	Please see budget for PD and Peer Coaching In-Kind District Funds	Parent Communication Log Connecting—School As Community, The Mega System, pp. 142-171, www.centerii.org/survey Implementing Community-Oriented School Structures, SIG Handbook, CII, pp. 45-46, www.centerii.org/survey Providing Community Supports and Resources, CII, SIG Handbook, pp. 79-80, www.centerii.org/survey Communicating about School Reform: Pre-recorded webinar and Academic Development Institute (ADI), www.adi.org The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey How to Organize Your Teaching, Doing What Works, U.S. Department of Education, http://dww.ed.gov. Handbook on Restructuring and Substantial School Improvement and The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey Establishing a Supportive School Climate and an Effective Approach to Discipline, CII, SIG Handbook , pp. 187-188, www.centerii.org/survey Reducing Behavior Problems in the Elementary Classroom, IES Practice Guide, What Works Clearinghouse, http://www.centeroninstruction.org/files/Reducing%20Behavior%20Problems%20in%20Elementary%20School%20Classroom.pdf Duffy, H. (n.d.). Meeting the Needs of Significantly Struggling Learners in High School: A Look at Approaches to Tiered Intervention. American Institutes for Research, http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf Learn to manage a classroom like a "Star Teacher," Haberman Foundation, http://www.habermanfoundation.org/Articles/Default.aspx?id=35	District Support Team Turnaround Team Faculty

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD **IP** **SD** **ILT** **SCO**	**Implement articulated systems of assessments, assessment data collection tools, and collaboratively implemented data analysis protocols which enable faculty to: identify students' areas of strength and gaps in learning; determine strategies to address gaps in learning; o monitor progress vis-à-vis gaps; and summarize accomplishmen ts on a regular and consistent basis.**	Ongoing beginning August 2010	$56,000 Articulation Banked Time for Wednesdays See PD Budget $56, 250 SIG Data Facilitator	In-Kind District Funds	Completed comprehensive assessment system linked to instructional practices	District Support Team Turnaround Office Building Leadership Faculty

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
SD	**Collect and act on data**	Ongoing Weekly meetings	$56,000 Articulation $56, 250 SIG Data Facilitator	Banked Time for Wednesdays In-Kind District Funds	Using Student Data to Drive Instruction, COI, SIG Handbook, pp. 113-115, www.centerii.org/survey High Leverage Data Analysis in Schools: Keep it Simple. Schmoker, M. in SEDL. (2006, November). Creating a Culture of Data, http://www.sedl.org/pubs/sedl-letter/v18n02/SEDLLetter_v18n02.pdf , pp. 10-16. Using Operational Data, Including Classroom Observations, COI/CII, SIG Handbook, pp. 79-80, www.centerii.org/survey Establishing Early Warning Systems, NHSC, SIG Handbook, pp. 71-72, www.centerii.org/survey Using Student Achievement Data to Support Instructional Decision Making, IES Practice Guide, What Works Clearinghouse http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf Mathews, J., Trimble, S. & Gay, A. But What Do You Do with the Data? http://www.principals.org/Portals/0/Content/55501.pdf Thomas, R.S. How to Survive Data Overload. Principal leadership, October, 2006). Includes tool Team Dialogue Guide: Moving From Data to Classroom Instructional Improvement and Reflection Guide. http://www.principals.org/Portals/0/Content/54349.pdf Guide to Using Data in School Improvement Efforts. (December, 2004). Naperville, IL: Learning Point Associates, http://www.learningpt.org/pdfs/datause/guidebook.pdf Skretta, J. (May, 2007). Using Walk-Throughs to Gather Data. http://www.principals.org/Portals/0/Content/55501.pdf Principal leadership Principal's Reading Walk-Through: Kindergarten-Grade 3 -- Professional Development Module [K-3], http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=3#203 Stiggins, R.J., Commodore, C., & Chappuis, S. (2010). Assessment Balance and Quality: An Action Guide for School Leaders, 3rd Edition. Needham Heights, MA: Allyn & Bacon.	Turnaround Office Turnaround Team Faculty

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
IP	**Teachers align instruction with standards and benchmarks**	Weekly	$56,000 Articulation Banked Time for Wednesdays $56, 250 SIG Data Facilitator	In-Kind District Funds	Unit Plan Form, The Mega System, p. 77, www.centerii.org/survey Learning Plan Form, The Mega System, p. 79, www.centerii.org/survey Whole-Class Instruction Plan, The Mega System, p. 96, www.centerii.org/survey Student Learning Plan, The Mega System, pp. 108-111, www.centerii.org/survey The Mega System, pp. 65-85, www.centerii.org/survey Align Instruction with State Standards, Restructuring Handbook, pp. 79-80, www.centerii.org/survey Aligning Instruction (Vertically and to Standards), COI, SIG Handbook, pp.109-110, www.centerii.org/survey The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey What Works Clearinghouse Practice Guide: Using Student Achievement Data to Support Instructional Decision making, www.ies.ed.gov/ncee/wwc Handbook on Restructuring and Substantial School Improvement and The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey Using Student Data to Drive Instruction, COI, SIG Handbook, pp. 113-116, www.centerii.org/survey Using Instructional Practice Data to Alter Strategies COI, SIG Handbook, pp. 117-120, www.centerii.org/survey Stiggins, R.J., Commodore, C., & Chappuis, S. (2010). Assessment Balance and Quality: An Action Guide for School Leaders, 3rd Edition. Needham Heights, MA: Allyn & Bacon. Stiggins, R.J., Arter, J.A., Chappuis, J., & Chappuis, S. (2009). Classroom Assessment for Student Learning: Doing It Right- Using It Well. Needham Heights, MA: Allyn & Bacon. (Fee). Seven Strategies of Assessment for Learning, Assessment Training Institute, http://www.assessmentinst.com/sites/default/files/Poster_7Strategies2_Color%5B1%5D.pdf Stiggins, R. J. (2007). Introduction to Student-Involved Assessment for Learning, (5th Edition). (2007). Upper Saddle River, NJ: Prentice Hall.	Turnaround Team Faculty

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
IP **SD**	**Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.**	Weekly Benchmarks are given every 12 weeks in K and 1st. Benchmarks are given every 6 weeks in 1st - 6th	$56,000 Articulation Banked Time for Wednesdays $56, 250 SIG Data Facilitator	In-Kind District Funds	Tools: See tools and forms in The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey Resources: See research syntheses and indicators of effective practice in the Handbook on Restructuring and Substantial School Improvement and The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey Using Student Data to Drive Instruction, COI, SIG Handbook, pp.113-116, www.centerii.org/survey Using Instructional Practice Data to Alter Strategies, COI, SIG Handbook, pp.117-120, www.centerii.org/survey Using Performance-Based Student Assessments, AACC, SIG Handbook, pp.131-132, www.centerii.org	Turnaround Office Turnaround Team Faculty
	Continuous improvement and evaluation	Weekly throughout grant period	Please see Budget and Budget Narrative $56, 250 SIG Data Facilitator	In-Kind District Funds for salaries and paperwork.	►Using Operational Data, Including Classroom Observations, COI/CII, SIG Handbook, pp. 79-80, www.centerii.org/survey Documenting and Reporting Progress to Inform Practice, CII, SIG Handbook, pp. 83-84, www.centerii.org/survey. Using Student Data to Drive Instruction, SIG Handbook, COI, pp. 113-114, www.centerii.org/survey Although the resources listed below were written for charter schools, the principles apply to other SIG models: The Value of Quality On-Site School Reviews: Seeing Is Believing, http://www.qualitycharters.org/files/public/IssueBriefNo4.pdf Charter School Authorizers and Oversight: Where is the Line Between Effectively Holding Schools Accountable and Overregulation? http://www.qualitycharters.org/files/public/IssueBriefNo5.pdf Documenting and Reporting Progress to Inform Practice, CII, SIG Handbook, pp. 83-84, www.centerii.org/survey SCOE District Support Team Site Administration	District Support Team Turnaround Office Turnaround Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD IP SD ILT SCO	Identify students at the highest level of the "needs improvement" category; Identify where achievement gaps exist between subgroups; develop/ implement strategies to help students move up to "proficient" category; Develop strategies / professional development to close and eliminate the achievement gaps	August 2010 Weekly	$56,000 Articulation Banked Time for Wednesdays See PD Budget	In-Kind District Funds	Edusoft SCOE	Turnaround Office Building Leadership Curriculum Turnaround Specialists
RPR PD IP SD ILT SCO	Support the development of high quality instruction across all subject areas and grade levels by providing sufficient supervision and evaluation staffing.	August 2010 Daily	$56,000 SIG Articulation $125,000 SIG Student Services Administrator Banked Time for Wednesdays See PD Budget	In-Kind District Funds	SCOE PLC Trainers RTI Presenters GLAD Project Curriculum Turnaround Specialists Faculty Surveys and Evaluations	District Support Team Building Leadership

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
SCO	Provide appropriate social-emotional and community – oriented services and supports for students	August 2010 Daily	$125,000 SIG	In-Kind District Funds	Student Services Administrator ($125,000) Salary for 1 FTE position Student Discipline, Coordinator	Student Services Administrator
IP D SCO FCE ILT	Develop a comprehensive system of interventions, preK through 6th grade, to support students at risk of falling behind academically. Establish early home interventions, staffing for home outreach, and student contracting or planning focused on improved attendance	August 2010 – Completion Turnaround Team Meetings	$5,000 SIG RIC Assessments	In-Kind District Funds	Edusoft	Turnaround Office Dir. of Pupil Services Faculty
IP SD SCO FCE	Create Enrichment Schedule	Annually in August with Monthly Follow-Up	$7,500 SIG	In-Kind District Funds for regular admin salaries and paperwork.	Faculty, Parent, Community Input ASES Turnaround Team Meetings: $7,500	Turnaround Team
	ASES is staffed to allow all students at Ella to participate	August Every school day	$60,000 SIG	ASES Funds	ASES contract extends offerings to any student wanting to attend	ASES Coordinator
	Provide sufficient curricular and extracurricular opportunities so that every student can find at least one place where they are successful	August 2010 daily	Please see Budget and Budget Narrative		ASES Faculty Community	Turnaround Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
ILT	Pursue Expanded Learning Time grants	Ongoing		In-Kind District Funds	Community Internet Professional Institutions Private Industries	Turnaround Office
ILT SCO FCE	HQ Teacher provides additional instructional time to students in ASES after school program	Every school Day	$176,400 SIG		Extra Duty for HQ teachers to provide high quality instructional lessons and training to ASES staff on a daily basis (2 hours each day).	Site Principal
	Create enthusiasm for extended learning programs. Create and sustain partnerships to support extended learning.	Ongoing		In-Kind District Funds	Providing Community Supports and Resources, CII, SIG Handbook, pp.179-180, www.centerii.org/survey Making the Case: A 2009 Fact Sheet on Children and Youth in Out of School Time, National Institute on Out-of-School Time, www.niost.org/pdf/factsheet2009.pdf Investments in Building Citywide Out of School Time Systems, Wallace Foundation,www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus Strengthening Partnerships & Building Public Will for Out of School Time Programs, Wallace Foundation, www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus Taking Stock of the Fiscal Costs of Expanded Learning Time, Center for American Progress, www.americanprogress.org/issues/2008/07/elt_report2.html www.Afterschool.gov, U.S. Department of Health and Human Services, www.Afterschool.gov Financial Strategies to Support Citywide Systems of Out of School Time Programs, Wallace Foundation, www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus 3X for All-Extending the Reach of Education's Best. Public Impact. Retrieved from http://publicimpact.com/publications/3xforall_extendingthereachofeducationsbest_publicimpact_october2009.pdf	District Support Team Turnaround Office Turnaround Team Faculty

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
IP SD ILT SCO FCE	Intervention Academies take place	During Calendar Breaks (Winter, Spring, Summer)	$105,000 SIG		Weeklong Intervention Academies for any student wanting to attend Materials, supplies, teachers, and transportation	Site Principal
ILT	Transportation is provided for Intervention Academies and after school enrichment	Daily and for intersession Academies	$12,000		MJUSD Transportation Department	Director of Transportation
IP SD ILT SCO FCE	KinderCamp is expanded to 5 weeks instead of 4 weeks at Ella Elementary	July and August Annually	$4,000		One additional weeks of KinderCamp for any incoming Ella Elementary Kindergartner	Director Child Development

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD GS	Leadership: Training on conducting evaluations	August 2010 and frequently throughout grant period (at least 4 days a year)		In-Kind District Funds	TQ Policy Databases , http://www.tqsource.org/resources/policy.asp, National Comprehensive Center for Teacher Quality, http://www.tqsource.org/resources/policy.asp. Information about policies in all states, legislation/state board rules and regulations specific to topics regarding teachers, including recruitment and professional development. Improving Staff Evaluation Systems, NCCTQ, SIG Handbook, pp. 91-92, www.centerii.org/survey A practical guide to evaluating teacher effectiveness, National Comprehensive Center for Teacher Quality, http://www.tqsource.org/publications/practicalGuide.php Improving instruction through effective teacher evaluation: Options for states and districts, National Comprehensive Center for Teacher Quality, http://www.tqsource.org/publications/February2008Brief.pdf Methods of evaluating teacher effectiveness, National Comprehensive Center for Teacher Quality, http://www.tqsource.org/publications/RestoPractice_Evaluating TeacherEffectiveness.pdf Key issue: Using value-added models to identify and support highly effective teachers, National Comprehensive Center for Teacher Quality. Retrieved from http://www2.tqsource.org/strategies/het/UsingValueAddedMod els.pdf Goe, L., Bell, C., & Little, O. (2008). Approaches to Evaluating Teacher Effectiveness: A Research Synthesis, http://www.tqsource.org/publications/teacherEffectiveness.php Improving Staff Evaluation Systems (NCCTQ), SIG Handbook, p. 91, www.centerii.org/survey	Turnaround Office
PD GS ILT IP SD	Leadership: Ensure teachers use extra time effectively and use data to inform modifications	Weekly Walkthroughs		In-Kind District Funds	Time for a change: the promise of extended-time schools for promoting student achievement, Education Sector, www.educationsector.org/usr_doc/OntheClock.pdf Beyond the Bell (3rd edition): A Toolkit for Creating Effective Afterschool Programs, Learning Point Associates, www.learningpt.org/catalog	District Support Team Turnaround Office Turnaround Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD GS ILT IP SD	Leadership: Document evaluation process	Weekly Walkthroughs		In-Kind District Funds	SIG Handbook, Improving Staff Evaluation Systems (NCCTQ), page 92, www.centerii.org/survey	Superintendent Turnaround Office
	Leadership: Timely, clear constructive feedback to teachers; create clear goals and measures for staff, provide assistance for staff receiving unsatisfactory review or warning. School leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice.	At least monthly		In-Kind District Funds	School Turnarounds: Leader Actions and Results, www.centerii/survey School Turnaround Leaders: Competencies for Success, http://www.publicimpact.com/images/stories/publicimpact/documents/Turnaround_Leader_Competencies.pdf Deciding—The Executive Function, The Mega System, pp. 37-62, www.centerii.org/survey. Includes shared leadership and instructional teams The Rhythm of Change, www.reinventingeducation.org (free registration required). Click on Get Tools>How To…>Change Masters>Change Masters Introduction Restructuring Through Learning-Focused Leadership, Restructuring Handbook, pp. 63-75, www.centerii.org SIG Handbook, Improving Staff Evaluation Systems (NCCTQ), page 91, www.centerii.org/survey Using Operational Data Including Classroom Observations, COI/CII, SIG Handbook, p. 79, www.centerii.org/survey The Benefits of Performance-Based Dismissals, Staff Dismissals, pp. 10-12, www.centerii.org/survey Implications for Leaders in Turnaround Schools, Staff Dismissals, pp. 17-18, www.centerii.org/survey Center for Educator Compensation Reform Implementation Checklist. Retrieved from http://www.cecr.ed.gov/pdfs/guide/CECRchecklist.pdf Resources: Performance Improvement Opportunities, Staff Dismissals, pp. 14-15, www.centerii.org/survey Requiring-and enabling-principals to be educators first & site managers second. Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=306	Superintendent Turnaround Office

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
SCO FCE	Leadership: implement communication plan for continuing stakeholder support	August – October 2010 and as needed		In-Kind District Funds	Working with People: Overcoming Resistance to Change Overview and Background, Change Toolkit, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Fundamentals>Working with People> Overview (or Background) Communicating about School Reform: Pre-recorded webinar and PPT available in School Improvement Grant section at: www.centerii.org	Superintendent Turnaround Office
SCO FCE	Assist leadership team in networking with parents and potential community partners	Turnaround Team Meetings		In-Kind District Funds	Enlisting Supporters: Getting Buy-In and Building Coalitions Overview and Background, Change Toolkit, www.reinventingeducation.org (free registration required). Click on Get Tools>Change Masters>Enlisting Supporters>Overview or Background Build Internal Alliances, Change Toolkit, www.reinventingeducation.org (free registration required). Click on Get Tools>How To…>Build Internal Alliances Communicating about School Reform, Pre-recorded webinar and PowerPoint available in the School Improvement Grant section at www.centerii.org Beyond the Bell-Start Up Guide, Learning Point Associates, www.learningpt.org/catalog (fee) Beyond the Bell (3rd edition): A Toolkit for Creating Effective Afterschool Programs, Learning Point Associates, www.learningpt.org/catalog (fee) Getting Started with Market Research for Out-of-School Time Planning-a Resource Guide for Communities, Wallace Foundation, www.wallacefoundation.org/KnowledgeCenter/Knowledge Topics/CurrentAreasofFocus	District Support Team Turnaround Office

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
GS PD TA	Make teams available to support site leadership	July 2010 and throughout grant period Turnaround Team Meetings Ongoing at Turnaround Team Meetings		In-Kind District Funds	Access District Support, Staff Dismissals, p. 20, www.centerii.org/survey Providing Career Growth Ladders, NCCTQ, SIG Handbook, pp. 101-102, www.centerii.org/survey Key issue: Enhancing teacher leadership. (2007). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www2.tqsource.org/strategies/leadership/EnhancingTeacherLeadership.pdf Tools: Decision-Making Indicators: Shared Leadership, The Mega System, pp. 54-57, www.centerii.org/survey See tools and forms in The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey Resources: See research syntheses and indicators of effective practice in the Handbook on Restructuring and Substantial School Improvement and The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey Restructuring Through Learning-Focused Leadership, Restructuring Handbook, pp. 63-76.	District Support Team
PD IP SD	Leadership: Align professional development with classroom observations and teacher evaluation criteria.			In-Kind District Funds	Tools: See tools and forms in The Mega System: Deciding. Learning. Connecting. www.centerii.org/survey Resources: See research syntheses and indicators of effective practice in the Handbook on Restructuring and Substantial School Improvement	Turnaround Office
SCO FCE	Define Parent workshops and schedule	Annually August to September 2010 and as needed		In-Kind District Funds for regular admin salaries and paperwork.	Providing Community Supports and Resources, CII, SIG Handbook, pp. 79-80, www.centerii.org/survey	Turnaround Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
SCO FCE	Parent Academies take place	August 2010 -2013 two to three times a month	$4,000 SIG	In-Kind District Funds	Teachers Turnaround Team	Turnaround Team
	Child care is provided at Parent Academies		$1,000		Qualified MJUSD Childcare	Turnaround Team
	Organized Parent Support Network meetings or workshops		$5, 000 Parent Academies and Childcare		Family Resource Center Trained staff , parents, and community	Turnaround Team
	Establish Family Information Center				Staff , parents, and community input	Turnaround Office Turnaround Team
	Increase Parent Involvement				Site Activities Family Resource Center Parent Academies	Turnaround Team
	Within our schools and community instill confidence that the plans achievement goals are within reach and the motivation to achieve these Objectives.				Community School Messenger Site Activities Stakeholder Meetings	Turnaround Office Turnaround Team Building Leadership
	Meet with Support Partners	Once a month 2010-2013		In-Kind District Funds for regular admin salaries and paperwork. In-Kind District Funds	Key Issue: Induction/Mentoring Support of New Teachers. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from http://www2.tqsource.org/strategies/atrisk/Induction.pdf Levine, M. (2008). PDS Pathways: The Preparation and Induction of New Teachers in Learning Communities. http://www.tqsource.org/issueforums/plantoAction/presentations/MarshaLevine.pdf	Turnaround Office Turnaround Team
	Identify/recruit community members				Site Activities Fundraisers Collaborative Relationships (Comcast, Appeal Democrat, Community Organizations)	Site Principal Turnaround Team

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
SCO FCE	Provide opportunities for the community to become involved in the schools so that the budget becomes more than a request for money	Once a month 2010-2013		In-Kind District Funds	Site Activities Promoting and Supporting Local Businesses	Turnaround Team
	Create, manage, and update a database which is used to identify, categorize, contact, enlist, and support regional and community, and faith based associations that have been identified as potential partners for a wide variety of opportunities.		$56, 250 SIG Data Facilitator	In-Kind District Funds	Data Facilitator Needs Analysis Tools (Edusoft, Data quest, DAS, APS, LRE, ELSSA, etc.)	Turnaround Office
	Identify outlets for promoting the site within the town, region, state, and nation.			In-Kind District Funds	Newsletters Site Website Newspaper TV and Radio Faculty Presentations at Conferences	District Support Team Turnaround Office Turnaround Team Faculty
RPR	**Staff receives incentive bonus based on meeting of achievement goals**	Annually when State testing Results arrive	$215,000 SIG		Center for Educator Compensation Reform Implementation Checklist. Retrieved from http://www.cecr.ed.gov/pdfs/guide/CECRchecklist.pdf Providing Performance-Based Incentives, NCCTQ, SIG Handbook, pp. 93-94, www.centerii.org/survey	District Support Team Turnaround Office

Required Component Acronym	Services and Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
GS	Complete Required Paperwork for Grant Provide site with required Student and staff data in a timely and efficient manner.	Weekly and as required	$56, 250 SIG Data Facilitator	In-Kind District Funds	CDE	Turnaround Office

SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School:　　**NOT APPLYING FOR OUR TIER III SITES**

Intervention Model: □ Turnaround □ Restart □ Closure □ Transformation

　□ Other _____

Total FTE required: _____LEA _____ School _____ Other

Services & Activities	Timeline	Projected Costs **School　　　LEA**	Other Resources	Oversight (LEA / School)
N/A (Not applying for tier III sites)				

Attachments

Collaborating Partner Letters

Tri- County BTSA

Tri-County BTSA Induction Program
970 Klamath Lane, Yuba City, California 95993
(530) 822-5870 • FAX (530) 822-3008

May 6, 2010

Karen Hackett-Villalobos, Director
Tri-County BTSA Induction Program
970 Klamath Lane
Yuba City, CA 95993

To Whom It May Concern:

The Tri-County BTSA Induction Program will work with Ella School, Marysville Joint Unified School District (MJUSD) to support their implementation of the School Improvement Grant (SIG). We will work with school administration and district leaders to ensure that teachers placed at Ella School are given the full support they require in order to implement effective, research-based strategies, and ultimately to increase student achievement.

The Tri-County BTSA Induction Program has a strong relationship with MJUSD and looks forward to working with Rob Gregor, Site Principal, Ella School. Rob has demonstrated to our program to be an effective instructional leader and will undoubtedly be successful at Ella School.

We look forward to serving teachers at Ella School. Please feel free to contact me with any additional questions.

Sincerely,

Karen Hackett-Villalobos
Tri-County BTSA Induction Program Director

Co-STARS: California State University Chico

California State University, Chico
Chico, California 95929-0465
Department of Professional Studies in Education
530-898-5398

May 10, 2010

To Whom It May Concern,

As the representative from California State University, Chico working with Marysville Joint Unified School District on the Teacher Quality Partnership (TQP) Grant we've recently received, I would like to lend my support to the district's application for the School Improvement Grant to serve one of their Program Improvement sites. Together with MJUSD, we are developing a credentialing pathway intended to prepare educators for careers in rural environments. The work of this Rural Teacher Residency (RTR) Program appears to be well-aligned with the proposed school improvement funding MJUSD is seeking, and would create the real possibility of increasing student achievement at the selected site.

As a part of this innovative teacher education pathway, we will be recruiting seven to ten "teacher residents" who will participate each year as *co-teachers* for one academic year with a carefully selected mentor from the MJUSD. These residents, all of whom have been recruited based upon their in-depth understanding of rural environments and their desire to spend their careers in such a setting, will be able to support the improvement efforts at the MJUSD site as they will be present in a co-teaching capacity four full-days per week. Additionally, the partnership with CSU, Chico on the Rural Teacher Residency Program will bring MJUSD additional professional development opportunities and resources, including coaching and assessment services, which will enhance the growth potential of the selected school site. Clustering our teacher residents at the MJUSD Program Improvement site not only brings additional "teachers in training" into the school to support student achievement, but these residents would also bring a fresh enthusiasm for the profession along with a strong commitment to serving the populations represented in the Marysville district.

In summary, if selected for the School Improvement Grant, MJUSD could align their improvement efforts with the work they are already undertaking with CSU, Chico on the Rural Teacher Residency Program for maximum impact. If you have a need for more information from me, please feel free to contact me via e-mail or at either of the numbers listed below.

Sincerely,

Rebecca Fawns-Justeson, Ed.D., MAPP
California State University, Chico
Rural Teacher Residency (RTR) Program
Clinical Site Coordinator
(530) 898-6293 (office)
(530) 713-5036 (cell)
rjusteson@csuchico.edu

The California State University

Education for the Future

May 12, 2010

To Whom It May Concern:

Education for the Future is writing to express support for Marysville Joint Unified School District's (MJUSD) application for a School Improvement Grant for Ella Elementary School.

The MJUSD will form a collaborative partnership with *Education for the Future*, a not-for-profit Initiative located on the California State University, Chico campus. We focus on working with schools, districts, State Departments of Education, and other educational service centers and agencies on systemic change and comprehensive data analyses that lead to increased student learning.

All staff at Ella Elementary will participate in this high-quality, research-based professional development, beginning with intense study of Professional Learning Communities (PLCs). In addition to working with Tri-County BTSA for PLC support, the MJUSD will also modify presentations from CDE's *Taking Center Stage: ACT II.* "The *Taking Center Stage—Act II (TCSII) Professional Learning Activities* (PLAs) are designed to help educators access professional growth opportunities any time, and any place… as a 'jumping off point'—a place to begin—while we plan our own powerful staff development with a focus on closing the achievement gap at Ella Elementary School."

While providing intense training on appropriate data analysis techniques, *Education for the Future* will also assist Ella Elementary School staff in developing a powerful and meaningful vision and mission. Time and funding will be provided for weekly data articulation meetings in *Professional Learning Communities* of cross-grade-level teachers and RtI teams, with the goal being to analyze *demographics, perceptions, student learning,* and *school processes.* This will allow movement from simple data gathering to actual use of the data to provide immediate triage of students by needs in a continuous improvement cycle. It will also provide comprehensive information about how the school is doing in relationship to its guiding principles of teachers being clear on their purpose and on what they expect students to know and be able to do.

Thank you in advance for your consideration of this application.

Sincerely,

Victoria L. Bernhardt
Executive Director

EXECUTIVE DIRECTOR
Victoria L. Bernhardt, Ph.D.

400 West First Street
Chico, CA 95929-0230

530/898-4482
530/898-4484 Fax
vbernhardt@csuchico.edu
http://eff.csuchico.edu

After School Education and Safety (ASES) Program

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
STARS
Success Through Afterschool Recreation & Studies
1919 B Street, Rm. 205 ▪ Marysville, California 95901 ▪ phone (530) 749-6915 ▪ fax (530) 742-2926

May 14, 2010

To Whom It May Concern:

I write this letter in support of the plan for school improvement at Ella Elementary. Ella Elementary School will collaborate with the After School Education and Safety (ASES) program to target at-risk students and improve academic achievement. School Improvement funding will allow the program to increase the number of students served, and include a highly qualified, certificated teacher. The certificated teacher will work with students and program staff for one hour after the regular school day ends to provide academic and enrichment activities aligned to content standards and regular day curriculum. The certificated teacher will design lesson plans, organize student groups, facilitate tutoring sessions, and measure student progress.

Students who participate in the afterschool program have improved homework completion rates, test scores, and regular day attendance. The experience and knowledge of a certificated teacher will dramatically improve the academic component of the program, expanding opportunities for improved student achievement.

I look forward to being a part of the plan for Ella Elementary. Please feel free to contact me for more information.

Respectfully,

Ashley Vette
Success Through Afterschool Recreation & Studies
Program Coordinator
Marysville Joint Unified School District
(530) 749-6117   fax (530) 742-2926
avette@mjusd.com

Sacramento County Office of Education

Sacramento
Office of Education County

David W. Gordon
Superintendent

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May 10, 2010

Dr. Gay Todd, Superintendent
Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901

Dear Dr. Todd:

I am pleased that the Sacramento County Office of Education (SCOE) will be able to continue to support Marysville Joint Unified School District and Ella Elementary School to implement the school's Turnaround Intervention Model as part of its School Improvement Grant application.

SCOE has provided sustained and targeted support for Marysville since 2004. My staff has collaborated with the district in a number of ways to implement a coherent instructional system based on the nine Essential Program Components (EPCs). Working with the District Leadership Team, SCOE staff has helped improve a number of the district's systems as well as provide targeted support for several of the district's high need schools. Examples of system improvement include analyzing pacing guides, developing protocols for data analysis, advising on the rigor of common, local assessments, and providing AB 430 training for district administrators. Targeted support to district schools has included such services as English Language Arts (ELA) and mathematics curriculum specialists working with site leaders and district coaches serving those schools, performing classroom observations in concert with site administrators, and facilitating grade level data collaboration and analysis meetings.

Over this time period, we have seen substantial growth in achievement in the district's schools. Ella Elementary is a school that can benefit from the resources provided by this grant and the implementation of the intervention model the district has selected.

If this grant application is approved, I believe the district will be able to substantially improve the educational outcomes for children at Ella Elementary. SCOE staff will facilitate this effort by providing a variety of ELA professional development for the school staff and administration related to increasing the fidelity of use of the adopted instructional materials and enhancing high quality first instruction. Our consultants will

Chapter 480/AFI-CIO

facilitate grade level data analysis and collaboration meetings and perform classroom observations with the principal to gather data and discuss areas of concern. In addition, we will continue to work with district staff to increase their ability to provide targeted support to Ella Elementary.

We look forward to working with the school and the district in the above capacity and to share in the successes we believe Ella Elementary will achieve.

Sincerely,

David W. Gordon
Sacramento County Superintendent of Schools

DWG/SS/wh

Solution Tree

Lennie Tate
Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901

Dear Ms. Tate,

Solution Tree welcomes the opportunity to work with Ella Elementary School toward comprehensive school reform. We stand ready to assist Ella Elementary School in implementing whole-school reform should they receive School Improvement Grant (SIG) funding.

Further, we hereby verify and assure that our company meets the following conditions as recommended by the Comprehensive School Reform Quality Center:

1. We have a successful track record in working with schools similar to Hudson K-8 School.
2. Our company is in sound financial condition, is not currently under bankruptcy proceedings, and plans to be in business for at least the next three years.
3. We have the capacity to deliver high-quality materials, professional development, and on-site implementation support. We have adequate and qualified staff available to deliver services in a timely manner. We will make reasonable and appropriate redresses in the event that the school is not satisfied with our services.
4. We understand that if any of the above assurances are found to be incorrect or constitute a misrepresentation that we will be ineligible for future consideration in serving as a technical assistance provider or partner.

We look forward to working with the schools within the Marysville Joint Unified School District, providing the services and products we have agreed upon in the school's SIG funding proposal. Solution Tree embraces the concept of providing opportunities for all children through the foundational work that will be done to create lasting improvements at Ella Elementary School.

Sincerely,

Lara Jackson
Regional Representative
Solution Tree

Larry Jones

LJ Math Consultants
1592 Eric Court
Yuba City, Ca 95993

For the last several years I have been an employee of Sacramento County Office of Education. I provided math services to many districts and schools during that time. My position was K-12 Math Curriculum Specialist. I assisted several schools in exiting from the SAIT process and from the PI designation.
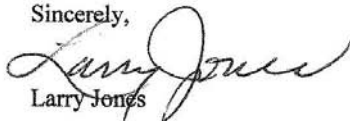
I provided math support for initial instruction using the district adopted curriculum. I assisted teachers in their use of intervention material based on data results from various assessments. I provided guidance in use of data to drive instruction, professional development in many adopted math publishers and math concept content development for teachers and administrators. I facilitated data meeting between teachers and administrators to increase student proficiency and provide professional development on effective data meetings. I trained teachers on how to effectively use technology with their curriculum to increase student engagement.

I retired April 1, 2010.

I will provide the following services to Marysville Joint Unified School District during 2010/2011 school year.

- Teacher support on initial instruction and using the district approved curriculum
- Facilitate data meetings with teachers and administrators to use data to drive initial instruction and intervention based on student need.
- Assist teachers in using the intervention material, technology and strategies to increase student proficiency
- Provide professional development on the curriculum as needed
- Provide professional development on math conceptual content as needed.
- Provide walk-thrus with administration to help teachers increase student engagement and effectiveness of initial instruction.
- Attend and facilitate meetings between District Office, Site Administration and teachers to increase student proficiency.
- Work with district in calibrating district assessments and CST
- Assist in increasing the effectiveness of district assessments and their use as instructional tools at the site level.

Sincerely,

Larry Jones

Project GLAD

May 27, 2010

ORANGE COUNTY
DEPARTMENT
OF EDUCATION
200 KALMUS DRIVE
P.O. BOX 9050
COSTA MESA, CA
92628-9050

(714) 966-4000
FAX (714) 662-3570
www.ocde.us

WILLIAM M. HABERMEHL
County Superintendent
of Schools

LYNN APRIL HARTLINE
Deputy Superintendent

JOHN L. NELSON
Associate Superintendent

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To Whom it May Concern,

The Project GLAD™ National Training Center will provide Marysville Joint Unified School District with training to support their teachers with strategies for English Language Learners.

Project GLAD™ is a program of staff development in the areas of academic language and literacy for teachers of English learners. An Academic Excellence Project for the US Department of Education and an Exemplary Project for the California Department of Education, GLAD™ has over 10 years of standardized test scores attesting to its success. Through its unique training component that involves a two-day workshop as well as an in-classroom demonstration with coaching, Project GLAD™ has provided training for Orange County teachers and teachers throughout the United States for over 20 years. Project GLAD™ has a unique blend of clear, practical strategies that develop metacognition for teachers and students in reading and writing, standards-based planning, and cross-cultural respect and sensitivity.

The Project GLAD™ National Training Center will provide the following services to Marysville Joint Unified School District during the 2010/2011 school year:

The 2-Day Workshop follows the Joyce and Showers training model and provides the theoretical and research base for the training. It also covers the curriculum model and practical strategies, including those to promote academic language, literacy, and cross-cultural respect in the classroom.

The 5-Day Demonstration is where teachers will observe the model and strategies being demonstrated in a regular classroom (in the morning). Afternoons are used with the teachers for processing and to give teachers hands-on planning. They will also receive a Certificate of Completion at the end of the demonstration, as well as a password to access the Project GLAD™ website where over 200 downloadable Project GLAD™ units are available.

Materials Provided: Project *GLAD™ binder, commitment and reflection forms, curriculum mapping and backwards planning templates and sample K-8 units , student and teacher materials for one unit*

After the full training, Tier I Project GLAD™ trained teachers will work on applying the strategies they learned. They will have access to the Project GLAD™ website and can start downloading units and using them in their classroom, as well as become a part of one of our online discussion boards via Yahoo Groups. We will also provide support and follow up to the teachers following the training.

Sincerely,

Susan McCoy

Susan McCoy
Program Coordinator, Project GLAD
Orange County Department of Education
(714) 966-4317 Fax (714) 662-2314
Web Addresses: http://www.ocde.k12.ca.us   http://www.projectglad.com

Memoranda of Understanding

Marysville Unified Teacher Association

MEMORANDUM OF UNDERSTANDING
Between
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
And
MARYSVILLE UNIFIED TEACHERS ASSOCIATION

IMPLEMENTATION OF SCHOOL IMPROVEMENT GRANT AT ELLA ELEMENTARY SCHOOL

The Marysville Joint Unified School District ("District") and the Marysville Unified Teachers Association ("MUTA") reached a Memorandum of Understanding ("MOU") on May 24, 2010, regarding the implementation of the School Improvement Grant ("SIG") at Ella Elementary School. This MOU will be in effect for the duration of the SIG, including any renewals of the SIG by any other name.

In the event the District does not receive funding, the terms of this MOU, with exception of staffing changes, will be null and void. The staff, as selected in anticipation for the SIG funding, will remain.
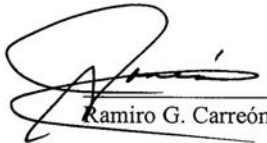
The District and MUTA agree to the following terms specific to the SIG implementation, as SIG funding allows:

❖ Should the District choose to increase the length of the professional day by up to ten percent (10%), teachers choosing to work at Ella shall be paid an additional commensurate percentage of their base salary up to ten percent (10%).

❖ The professional workday for Ella teachers shall not exceed eight (8) hours and fifteen minutes (15).

❖ Voluntary transfers into Ella School shall occur before involuntary transfers take place throughout the District.

❖ As funding allows and as provided by the SIG grant proposal, bonuses may be given to all certificated employees, if growth goals for Ella School are met each year of the SIG grant. Each certificated employee shall receive the same amount.

❖ Instructional minutes at Ella School shall increase to the following:

Kindergarten	255 minutes
1st through 6th	345 minutes

- ❖ Prep periods will not be provided to Ella School teachers.

- ❖ There will be no changes to the evaluation procedures for Ella School teachers.

- ❖ The MJUSD ensures that Ella will not be required to accept district teachers without the mutual consent of the teacher and principal regardless of the teacher's seniority.

- ❖ After each year of the SIG grant, teachers may "opt out" and be treated as "involuntary transfers," while being afforded all placement rights in accordance with the Collective Bargaining Agreement.

- ❖ In the event that a teacher opts out, he/she may accept his/her evaluation, or choose to be evaluated the following year at the new work location.

For the District: For MUTA:

_____ 5/24/10   _____ 5/24/10
Ramiro G. Carreón   Date   Don Fry   Date

Sacramento County Office of Education

DRAFT MEMORANDUM OF UNDERSTANDING

Agreement _____

This Memorandum of Understanding (MOU) is **between the Sacramento County Offices of Education**, herein-after referred to as "SCOE," and the **Marysville Joint Unified School District,** hereinafter referred to as "District."

The purpose of this MOU is to detail the roles and responsibilities of SCOE and the District in regards to reading/language arts support at Ella Elementary School. Once signed by both parties, this MOU is in effect from July 1, 2010 through June 30, 2011.

SCOE agrees to:

1. Provide a primary contact person for all work under this agreement:

      Kou Vang, Curriculum Specialist
      916-228-3922

2. Provide staff to support the school and enhance the capacity of the district to support the school for up to a total of 50 days while performing the following types of services:

- Provide a variety of professional development for the school staff and administration related to increasing the fidelity of use of the adopted instructional materials
- Facilitate grade level data analysis and collaboration meetings and building the capacity of the school leadership to lead these meetings
- Perform classroom observations with the principal to gather data and discuss areas of concern
- Work with district staff to build their capacity to continue to support Ella Elementary School's improvement efforts

.

3. Provide High Quality First Instruction workshop series to Ella staff and administration.

4. Invoice District quarterly.

The District agrees to:

1. Provide a primary contact person for all work under this agreement:

      Rob Gregor, Principal
      530-741-2164

2. Include Ella Elementary School staff in professional development activities such as high quality first instruction and grade level data analysis and collaboration meetings.

3. Participate in training on collaboration, the instructional planning process, lesson planning, observing lessons, and debriefings of lessons.

4. Maintain the rigor of grade level data analysis and collaboration.

5. Pay SCOE within 90 days of invoicing. Estimated contract total is $36,000.
Fee structure is:
- $500.00 per day for 50 days of reading/language arts support
- $150/participant times estimated 40 participants for participation in High Quality First Instruction series

Indemnity. SCOE shall indemnify, defend, and hold harmless District, its officers, agents, and employees from and against any and all loss, cost, damage, expense (including attorney's fees), claim, suit, demand, or liability of any kind or character to any persons or property arising from or relating to any negligence of SCOE, its officers, agents, or employees.

District shall indemnify, defend, and hold harmless SCOE, its officers, agents, and employees from and against any and all loss, cost, damage, expense (including attorney's fees), claim, suit, demand, or liability of any kind or character to any persons or property arising from or relating to any negligence of District, its officers, agents, or employees.

SCOE and District shall monitor this agreement to oversee implementation of project activities.

Sacramento County Office of Education:
Sue Stickel, Assistant Superintendent
Curriculum and Intervention, and the
Reading Lions Center

_____
Signature and Date

Marysville Joint Unified School District:

Gay Todd, Superintendent

_____
Signature and Date

ASES

<center>

Memorandum Of Understanding
between the
After School Education and Safety Program
and **Ella Elementary School**

</center>

This Memorandum of Understanding (MOU) outlines the mutual agreement between the After School Education and Safety (ASES) program and Ella Elementary School for the purpose providing after school services to students within the Marysville Joint Unified School District.

Ella Elementary School will collaborate with the After School Education and Safety (ASES) program to target at-risk students and improve academic achievement. School Improvement funding will allow the program to increase the number of students served, and include a highly qualified, certificated teacher. The certificated teacher will work with students and program staff for one hour after the regular school day ends to provide academic and enrichment activities aligned to content standards and regular day curriculum. The certificated teacher will design lesson plans, organize student groups, facilitate tutoring sessions, and measure student progress. Students who participate in the afterschool program have improved homework completion rates, test scores, and regular day attendance. The experience and knowledge of a certificated teacher will dramatically improve the academic component of the program, expanding opportunities for improved student achievement.

ASES responsibilities:

   a. Maintain records for student attendance and achievement.
   b. Manage afterschool personnel, including hiring, and payroll.
   c. Provide a program that includes academic and enrichment elements in accordance with the law and administrative regulation.
   d. Provide on-going staff development for afterschool staff.
   e. Ensure a student-to-staff ratio of no more than 20:1.
   f. Ensure that the afterschool program begins immediately upon the conclusion of the regular day, operate a minimum of 15 hours per week, and close no earlier than 6:00 P.M. on every regular school day.
   g. Employ highly qualified instructional assistants that meet NCLB regulations.
   h. Ensure that every student attending Ella School has access to participate.

ASES responsibilities (continued):

   i. Provide a daily, nutritious snack that meets the guidelines outlined in Education Code 4930.
   j. Keep the school apprised of program activities and student progress.

Ella School Responsibilities:
   a. Provide after school services to 84 additional students.
   b. Fund 4-5 additional highly qualified instructional assistants
   c. Fund 1 highly qualified certificated teacher.
   d. Collaborate with ASES, as needed, to facilitate the coordination and implementation of activities and assessments relevant to the after school program.

This agreement is contingent upon the amount of funding available for after school services. This is a non-financial agreement, and may be amended by the mutual consent of both parties as provisioned by the Marysville Joint Unified School District.

_____   _____

Ashley Vette
STARS Coordinator
(530) 749-6117

Project GLAD

Project GLAD
A Program of Academic Excellence
Orange County Department of Education
P.O. Box 9050, Costa Mesa, CA 92628-9050
(714) 966-4156   Fax: (714) 662-2314

CONTRACT PROPOSAL FOR MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
Lennie Tate, Executive Director-Educational Services
Kit Molinari, Secretary (530) 749-6159
1919 B Street
Marysville, CA 95901
(530) 749-6902
ltate@mjusd.com
kmolinari@mjusd.com

May 26, 2010

Project GLAD™ Training for 2010-2011

PURPOSE: During the 2010-2011 school year, 40 teachers will complete Tier I Training.

- **Two-Day Workshop** (1st part of training) Minimum 6 hours instruction per day. Following the Joyce and Showers model, the workshop provides the theoretical and research base for the training. It also covers the curriculum model and practical strategies, including those to promote academic language, literacy, and cross-cultural respect in the classroom. Materials are included.

  DATES: TBD   8:00am-3:30pm
             TBD   8:00am-3:30pm

- **Demonstration Session** (2nd part of training) Two demonstration sessions for 20 teachers each. Minimum 6 hours instruction per day (3.5 hours in-classroom). Following the Two-Day Workshop, teachers attend a demonstration week where they observe the model and strategies being demonstrated in a regular classroom, during the morning. Afternoons are used for processing and to give teachers "hands-on" planning. Student and teacher unit materials are included, afternoon planning materials are not.

  DATES: TBD
             TBD

  *School Site:
  *Grade Level(s):
  *Unit(s):

  *Failure to notify our office of Unit and grade level within 30 days will result in a unit selected by the National Training Center.

COSTS:

Training Fees:
40 participants @ $1,025.00 per person $41,000.00

Actual and Necessary Expenses:

Airfare: 4 trips x 2 trainers x $800	$6,400.00
Hotel: 14 nights x 2 trainers x $200	$5,600.00
Rental Car: 14 days	$2,400.00
Food: 14 days x 2 trainers x $50	$1,400.00
Shipping	$800.00

     TOTAL PROPOSAL   **$57,600.00**

NOTE:

-District must give a 30-day notice to change the number of teachers being trained, if a notice is not given district will be charged for the number of teachers stated on this proposal. If number increases at any time, District will be charged for each participant above original number.

-District may be responsible for additional travel expenses which may include, but are not limited to: rental car, airfare, meals, and lodging. Hotel accommodations are in accordance with the Orange County Department of Education's policy.

-Our office will send a confirmation letter for this training to the contract contact person to forward on to participants.

-Please cc our office on communication to participants regarding this training.

-District will be billed for 2-day workshop once it is complete. Final invoice will be sent after demonstration is complete for the rest of the contract, plus travel expenses.

Signature of Proposal Acceptance: _____ Date: _____

Please sign this proposal, if you accept it, and return a copy of the signed proposal to:

<div align="center">

Orange County Department of Education
Project GLAD
200 Kalmus Drive
Costa Mesa, CA 92626
Fax 714-662-2314

</div>

This proposal must be signed and a copy returned to our office before training commences.

This is a proposal only.

Contract is with OCDE/Project GLAD.

Note to whom and where you would like the invoice sent:

<div align="center">

Marysville Joint Unified School District
Educational Services Department
1919 B Street
Marysville CA 95901

</div>

AGENDA
District Support Team
MJUSD District Office
March 26, 2010

2:00 pm to 4:00 pm

What is a Persistently Low Achieving (PLA) school site?

What are Ella Elementary's Options as a PLA?
Charter
Close School
Transformation
Turnaround

School Improvement Grant
Potential Funding
Ella Elementary's Data
Sacramento County Office of Education as External Provider

Questions & Answers

Contact for further input:
Lennie Tate
530-749-6902
ltate@mjusd.com

Marysville Unified Teacher Association (MUTA)

The bargaining team for MUTA does not type and distribute agendas or minutes from meetings. A yearly agenda is created at the beginning of the school year at a time when the School Improvement Grant, and Ella Elementary's status as one of the Persistently Lowest Achieving (PLA) schools had yet to be determined. The dates below reflect when the bargaining team met to discuss plans for Ella Elementary's PLA status and the SIG application. Please refer to the MOU between the MUTA and the MJUSD in regards to our collaboration and commitment to our joint efforts in working together to fully support the endeavors of the Ella Elementary School Improvement Grant application page 170.

April 16 Negotiating Team – Please see MOU
April 21 Negotiating Team – Please see MOU
April 28 Negotiating Team – Please see MOU
May 12 Negotiating Team – Please see MOU
May 17 Negotiating Team – Please see MOU
May 24 Negotiating Team – Please see MOU

English Learner Advisory Committee

April 28 ELAC

ELAC
4/28/10
Agenda

1. Welcome
2. Minutes
3. 2-30
4.3. Report from Delac
5.4. Additional Information
        a)Ms. Nichols
        b)Mr. Green
        c) School Turnaround meeting invitation
6. Set next meeting date

ELAC
4/28/10
Agenda

1. Bienvendida
2. Minutos de 2-30
3. resultado de
4.3. Reporte de Delac
5.4. Informacion Adicional
        a)Ms. Nichols
        b)Mr. Green
        c) Invitacion a la junta de los cambios que habra para la escuela
6. Poner fecha para proxima junta

Ella Elementary
ELAC Meeting Minutes
for: 4/28/2010

1. Martha Lepe welcomed everyone to the meeting and introduced our special guest: Gay

Todd, Lynn _____, _____, Marsha Nichols, Mr. Green, and Mr. Gregar

2. Parents went over minutes

3. Martha Lepe went over the R-30 census. She explained that the R-30 are done yearly

and that it is information that is sent to the state. In this report it explains how many

students are EL's, the different ethnicities of the students and how many of each are going

to Ella School. It explains how many of these EL students are reclasified during that yr.

Martha also added that the results tell us how many teachers we have in the school with

credentials. Results are on another sheet.

4. Ong Lee was not present for the Delac report. Rita Ramos explained that in the meeting

they were informed about the CELDT tests.
She explained that the CELDT tests (California English Language Develepment tests)

report the performance level for in listening, speaking, reading and writing. Martha Lepe

clarified that this is not an academic achievement test but rather just test how well the

child is learning the english language. The parents were told that the children get tested

yearly and that the parents should compare each year and see a positive result every year.

The parents were informed that there are 5 proficiency levels of progress in this testing.

Once the child has reached the top level that means that the child should be able to speak,

understand, read and write at the level as the other children in their grade level.

5. In additional information Dr. Gay Todd and Lynn _____ went over the changes that the school will be going through the next yr. Since the school has been a low scoring school academically for several years, the school has to go through some changes to get it back up. There were 4 options to consider. 1. was to close the school which was not chosen; 2 was to change it to a charter school; 3. was to change the principal and 4. is to change the principal as well as 50% of the staff members. She said that they believe that the 4th otion is the best option. This change would bring a new principal which is Mr. Gregar and new teachers. Lynn explained that the goverment is giving a grant that can be up to 6 million dollars. That is up to 2 million dollars per year. This school has to change in 3 school years acording to the rules that they have recieved from the state. She added that the goal for the school is now to be from one of the worst to the best school academically in the district. Lynn continued by saying that for all of this to occur we will need the participation of the parents and she handed out some note cards to parents to write down ideas that they have to improve the school. These ideas could be what parents would want to see at Ella, and what they would like the money being used for. Dr. Todd did inform that the teachers all had to reapply to be able to teach the following year. They (the teachers) also had to be teachers with credentials and she added that what they are looking for is what is best for the children. Some parents wanted to know if the children could be made to all wear uniforms to school but Lynn clarified that since this is a public school the children could not wear uniforms unless the school can buy the uniforms for the children which is not possible. Others asked to have bilingual secretaries and teachers and Ms. Todd added that one of the reason they decided to bring Mr. Gregar for the principal of

the school was because he is bilingual, and that again they can not make sure that all the teachers are bilingual, they first have to make sure of the qualifications of the teacher for the best education of the children. They were going to make the best effort for Ella School to be the best it can be.

Ms. Todd and Lynn thanked everyone for joining and invited the parents to join the public Turnaround meeting that was going to be held that afternoon. The meeting was said is going to be basically the same way this one is but with other parents and comunity members that would like to join the meeting. (Martha Lepe translated all the information)

Martha Lepe and Rita Ramos told the parents that they will be informed of the next meeting date and time and thanked the parents for the participation.

Site Meeting for All Stakeholders

April 28 Community and Site Stakeholders

Please see Stakeholder Input Chart page 91 for input and outcomes of meeting.

Ella
Elementary School

4850 Olivehurst Ave | Oliverhurst, CA 95961
Phone: 530.741.6124
Fax: 530.741.7806
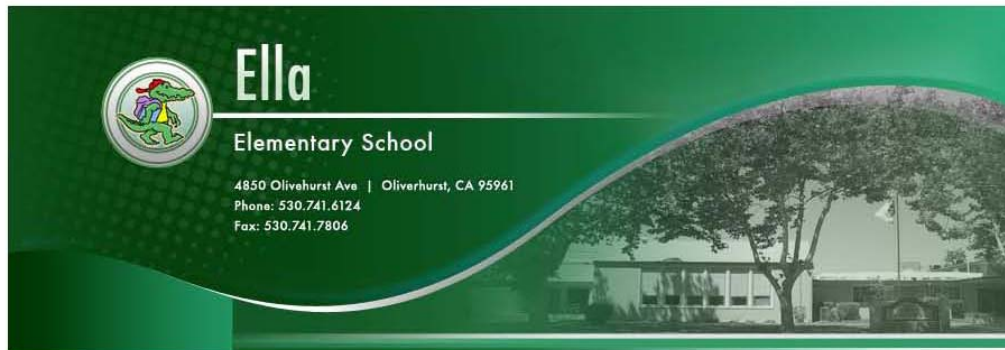
AGENDA
Stakeholder's Meeting
Ella Elementary Cafeteria
April 28, 2010

5:30 pm to 7:30 pm

What is a Persistently Low Achieving (PLA) school site?

What are Ella Elementary's Options as a PLA?
    Charter
    Close School
    Transformation
    Turnaround

School Improvement Grant
    Potential Funding
    Ella Elementary's Data
    Stakeholder Input and Note cards

Questions & Answers

Contact for further input:
Lennie Tate
530-749-6902
ltate@mjusd.com

Board Meeting Public Hearing

May 25 Public Hearing at Board Meeting

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
REGULAR MEETING ~ BOARD OF TRUSTEES
MAY 25, 2010
AGENDA
DISTRICT BOARD ROOM
1919 B Street, Marysville, CA 95901

The agenda for board meetings can be made available upon request in a format appropriate for a person with a disability. If you are an individual with a disability who needs special accommodations to participate, please call 749-6101 at least 48 hours in advance. Accommodations may include but are not limited to interpreters, parking, and accessible seating.

Related documents on the Open Session agenda (pages in special reports) can be viewed on the MJUSD website (www.mjusd.com - Select "School Board", "Meetings and Agendas", "Agenda and Special Reports").

5:30 P.M. ~ OPEN SESSION — PUBLIC COMMENTS PERTAINING TO CLOSED SESSION AGENDA ITEMS ONLY
CONFERENCE ROOM #1

CALL MEETING TO ORDER

ROLL CALL
Mr. Jeff D. Boom, President   _____
Mr. Glen E. Harris, Vice President   _____
Ms. Margaret A. Markle, Clerk   _____
Mr. Jim C. Flurry, Trustee Representative   _____
Ms. Sandy S. Fonley, Member   _____
Mr. Bernard P. Rechs, Member   _____
Mr. Richard A. Sebo, Member   _____

CLOSED SESSION
CONFERENCE ROOM #1

1. **STUDENT EXPULSIONS (Education Code Section 35146)**
    (The Board will hear cases in closed session and return to open session to take action.)
    A. **EXPULSIONS**
       EH09-10/149   **MOTION**
       EH09-10/150   **MOTION**
       EH09-10/152   **MOTION**
       EH09-10/153   **MOTION**
       EH09-10/154   **MOTION**
       EH09-10/155   **MOTION**
       EH09-10/156   **MOTION**
       EH09-10/157   **MOTION**
       EH09-10/158   **MOTION**
       EH09-10/159   **MOTION**
       EH09-10/161   **MOTION**
       EH09-10/162   **MOTION**
       EH09-10/169   **MOTION**

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Agenda
5/25/10

OLD BUSINESS

There is no Old Business.

NEW BUSINESS

BOARD OF TRUSTEES

1. **RESOLUTION 2009-10/48 — EXCUSE BOARD MEMBER'S ATTENDANCE AT MEETING OF THE BOARD OF TRUSTEES**

   MOTION

   Purpose of the agenda item~
   The purpose of the agenda item is to request the Board approve the resolution to pay Rich Sebo for a missed board meeting on 5/4/10.

   Background~
   The Governing Board has the authority under Board Policy 9310 as authorized by California Education Code Sections 35161 and 35120(c) to pay a board member for a missed meeting under the terms of that section. The Governing Board is required to make a finding of fact to reimburse a board member for a missed meeting.

   Recommendation~
   Recommend the Board approve the resolution. (The resolution is included in each board member's packet and available to review in the Superintendent's Office.)

EDUCATIONAL SERVICES

1. **SCHOOL IMPROVEMENT GRANT (SIG) APPLICATION FOR ELLA ELEMENTARY SCHOOL**

   HOLD PUBLIC HEARING

   Purpose of the agenda item~
   The purpose of the agenda item is to request the Board hold a public hearing on the draft form of the application for the School Improvement Grant (SIG) through the California Department of Education, district, and School Improvement Division for Ella Elementary School and approve the draft application.

   Background~
   In response to Ella Elementary School's placement on the Tier I list of persistently low-achieving schools and the mandated choice of a model for change, the MJUSD has elected to apply for the School Improvement Grant (SIG) through the California Department of Education, district, and School Improvement Division.   This grant, if awarded, would fund implementation of the "Turnaround Model" chosen to assist Ella in becoming a high achieving school.

   MOTION TO CLOSE PUBLIC HEARING

   Recommendation~
   Recommend the Board hold a public hearing. A motion is required to close a public hearing. A motion is also required to approve the draft application. (The application is included in each board member's packets and available to review in the Superintendent's Office.)

   MOTION TO APPROVE DRAFT APPLICATION

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
REGULAR MEETING ~ BOARD OF TRUSTEES
MAY 25, 2010
MINUTES
DISTRICT BOARD ROOM
1919 B Street, Marysville, CA 95901

Mr. Boom, President, called the meeting to order at 5:30 p.m.

Ms. Fonley was absent.

The Board adjourned to Closed Session at 5:31 p.m.

The Board reconvened to Open Session at 5:34 p.m.

1. **STUDENT EXPULSIONS (Education Code Section 35146)**
    A. **EXPULSIONS**   #90424 Expulsions
       On motion by Mr. Harris, seconded by Mr. Sebo, and carried with six
       yes votes, the Board followed the panel's recommendation on the
       following students:
       EH09-10/149
       EH09-10/152
       EH09-10/153
       EH09-10/157
       EH09-10/161
       EH09-10/162
       EH09-10/169

The Board adjourned to Closed Session at 5:35 p.m.

The Board reconvened to Open Session at 5:36 p.m.

    C. **SUSPENDED EXPULSION CONTRACTS**   #90425 Suspended
       On motion by Mr. Flurry, seconded by Mr. Sebo, and carried with six yes   **Expulsion**
       votes, the Board followed the principal's recommendation on the   **Contracts**
       following students:
       EH09-10/160
       EH09-10/163 - *pulled*
       EH09-10/164 - *pulled*
       EH09-10/165 - *pulled*
       EH09-10/166
       EH09-10/167
       EH09-10/168
       EH09-10/174
       EH09-10/175
       EH09-10/176
       EH09-10/177
       EH09-10/178

The Board adjourned to Closed Session at 5:37 p.m.

The Board reconvened to Open Session at 5:38 p.m.

a. See Special Reports, Page 13.

(Business Services - continued)

2. **NOTICES OF COMPLETION**   #90438 Approved
    The Board approved the following notices of completion: Notices of
    *   ELA PRE – Play Yard and Equipment (BRCO Constructors, Inc.)   Completion
    *   LIN PRE – Portable Placement (BRCO Constructors, Inc.)
    *   CLE – New Bus Loop (BRCO Constructors, Inc.)

❖ **End of Consent Agenda** ❖

OLD BUSINESS

There was no Old Business.

NEW BUSINESS

BOARD OF TRUSTEES
1. **RESOLUTION 2009-10/48 — EXCUSE BOARD MEMBER'S**   #90439 Approved
    ATTENDANCE AT MEETING OF THE BOARD OF TRUSTEES   Resolution
    On motion by Mr. Harris, seconded by Ms. Markle, and carried with five
    yes votes, the Board approved the resolution to pay Rich Sebo for a missed
    board meeting on 5/4/10. [Mr. Sebo abstained from voting.]

EDUCATIONAL SERVICES
1. **SCHOOL IMPROVEMENT GRANT (SIG) APPLICATION FOR ELLA**   #90440 Held
    ELEMENTARY SCHOOL   Public Hearing
    The Board held a public hearing on the draft form of the application for the
    School Improvement Grant (SIG) through the California Department of
    Education, district, and School Improvement Division for Ella Elementary
    School and approve the draft application.

    On motion by Mr. Rechs, seconded by Mr. Harris, and carried with six yes   #90441 Closed
    votes, the Board closed the public hearing.   Public Hearing

    On motion by Ms. Markle, seconded by Mr. Flurry, and carried with six yes   #90442 Approved
    votes, the Board approved the draft application.   Draft Application

PERSONNEL SERVICES
1. **TENTATIVE AGREEMENT WITH MUTA**   #90443 Approved
    On motion by Ms. Markle, seconded by Mr. Flurry, and carried with six yes   Agreement
    votes, the Board approved the Tentative Agreement (TA) between the
    Marysville Joint Unified School District (District) and the Marysville Unified
    Teachers' Association (MUTA).

2. **TENTATIVE AGREEMENT WITH AMACE**   #90444 Approved
    On motion by Mr. Harris, seconded by Mr. Sebo, and carried with six yes   Agreement
    votes, the Board approved the Tentative Agreement (TA) between the
    Marysville Joint Unified School District (District) and the Association of
    Management and Confidential Employees (AMACE).

3. **TENTATIVE AGREEMENT WITH CSEA #326**   #90445 Approved
    On motion by Mr. Harris, seconded by Mr. Rechs, and carried with six yes   Agreement

District Parent Advisory Committee

May 26 District Parent Advisory Committee Meeting

AGENDA
District Parent Advisory Committee
MJUSD District Office
May 27, 2010

11:45 am to 1:00 pm

What is a Persistently Low Achieving (PLA) school site?

What are Ella Elementary's Options as a PLA?
    Charter
    Close School
    Transformation
    Turnaround

School Improvement Grant
    Potential Funding
    Ella Elementary's Data
    Stakeholder Input and Note cards

Questions & Answers

Contact for further input:
Lennie Tate
530-749-6902
ltate@mjusd.com

English Learner Subgroup Self Assessment

1. Annual Progress in Learning English (Title III, Annual Measurable Achievement Objective [AMAO] 1)

   a. What percent of EL students in your LEA met AMAO 1? (Examine performance on AMAO 1 since 2005-06.)

AMAO 1: Percent of EL Students Making Annual Progress in Learning English				
	2005-06	2006-07	2007-08	2008-09
Target	52.0%	48.7%	50.1%	51.6%
Percent Meeting Target	44.7%	66.3%	51.3%	51.0%
Was Target Met? (Y/N)	NO	YES	YES	NO

2. Annual Progress in Attaining English-language Proficiency (Title III AMAO 2)

   a. What percent of EL students in Cohort 2 met AMAO 2? (Examine performance on AMAO 2 since 2005-06.)

AMAO 2: Percent of EL Students Attaining English Proficiency				
	2005-06	2006-07	2007-08	2008-09
Target	31.4%	27.2%	28.9%	30.6%
Percent Meeting Target	23.2%	46.0%	34.9%	23.9%
Was Target Met? (Y/N)	NO	YES	YES	NO

3. Progress in Achieving Academic Standards (Title III AMAO 3 and Title I Adequate Yearly Progress for EL subgroup)

   a. Did the EL subgroup meet AMAO 3 targets for participation rate in English-language arts (E/LA)? In mathematics?

AMAO 3: Adequate Yearly Progress (AYP) for EL Subgroup at the LEA Level: Participant Rate								
	2005-06		2006-07		2007-08		2008-09	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Participation Rate Target	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
Actual Participation Rate	100.0%	100.0%	100.0%	100.0%	98.0%	98.0%	99.0%	99.0%
Was Target Met? (Y/N)	YES	YES	YES	YES	YES	YES	YES	YES

3. Progress in Achieving Academic Standards (Title III AMAO 3 and Title I Adequate Yearly Progress for EL subgroup)

   b. Did the EL subgroup meet the AMAO 3 targets for percent proficient in ELA? In mathematics?

AMAO 3: Adequate Yearly Progress (AYP) for EL Subgroup at the LEA Level: Percent Proficient								
	2005-06		2006-07		2007-08		2008-09	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% Proficient Target	24.4%	26.5%	24.4%	26.5%	35.2%	37.0%	46.0%	47.5%
% Proficient or Above	21.6%	35.2%	11.1%	31.9%	15.8%	33.9%	16.6%	33.7%
Was Target Met? (Y/N)	NO	YES	NO	YES	NO	NO	NO	NO

4. AMAO 1: How are EL students at each level of the CELDT meeting their growth target?

Prior Year CELDT Level	Number in Proficiency Level Prior Year	% in Proficiency Level Prior Year	Number Meeting Growth Target	% Meeting Growth Target	State Avg. Meeting Growth Target
Beginning	40	20.8%	25	62.5%	63.7%
Early Intermediate	42	21.9%	24	57.1%	62.1%
Intermediate	60	31.3%	17	28.3%	40.4%
Early Adv. / Advanced: Not English Proficient	3	1.6%	1	33.3%	51.4%
Early Adv. / Advanced: English Proficient	47	24.5%	26	55.3%	74.2%
Total	192	100.0%	93	48.4%	

5.a. AMAO 2: How are EL students performing on CELDT based on the length of time they have been in U.S. schools?

Length of Time in U.S. Schools	Number Percent	Early Advanced or Advanced English Proficient	Early Advanced or Advanced; Not English Proficient	Inter-mediate	Early Inter-mediate	Beginning	Total (by Time)
6 or more years	n=	6	0	12	3	2	23
	%	26%	0%	52%	13%	9%	9%
5 years	n=	8	1	21	7	2	39
	%	21%	3%	54%	18%	5%	16%
4 years	n=	2	0	18	9	2	31
	%	6%	0%	58%	29%	6%	13%
3 years or less	n=	17	3	56	43	32	151
	%	11%	2%	37%	28%	21%	62%
Total (by ELD level)	n=	33	4	107	62	38	244
	%	14%	2%	44%	25%	16%	

5.b. AMAO 2: How are EL students performing on CELDT based on the length of time they have been in our district?

Length of time in district	Number Percent	Early Advanced or Advanced English Proficient	Early Advanced or Advanced; Not English Proficient	Inter-mediate	Early Inter-mediate	Beginning	Total (by Time)
6 or more years	n=	4	0	9	2	2	17
	%	24%	0%	53%	12%	12%	7%
5 years	n=	7	1	17	4	2	31
	%	23%	3%	55%	13%	6%	13%
4 years	n=	2	0	18	9	1	30
	%	7%	0%	60%	30%	3%	12%
3 years or less	n=	19	3	63	47	33	165
	%	12%	2%	38%	28%	20%	68%
Total (by ELD level)	n=	32	4	107	62	38	243
	%	13%	2%	44%	26%	16%	

6. How are EL students at the Intermediate level on CELDT performing on the CST (ELA and mathematics) by grade level?
What percent of students are in each of the following performance levels: far below basic, below basic, basic, proficient and advanced?
a. ELA CST Performance of District EL students at Intermediate level on CELDT

ELA CST Performance	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total (by CST)
Far Below Basic	n=	1	3	1	7	1			13
	%	5%	19%	6%	50%	11%			17%
Below Basic	n=	5	4	7	5	6			27
	%	26%	25%	39%	36%	67%			36%
Basic	n=	11	7	10	2	2			32
	%	58%	44%	56%	14%	22%			42%
Proficient	n=	2	2	0	0	0			4
	%	11%	13%	0%	0%	0%			5%
Advanced	n=	0	0	0	0	0			0
	%	0%	0%	0%	0%	0%			0%
Total (by grade)	n=	19	16	18	14	9	0	0	76
	%	25%	21%	24%	18%	12%	0%	0%	

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6.b. Math CST Performance of District EL Students at Intermediate Level on CELDT

Math CST Performance	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8 Gen. Math	Grade 8 Algebra	Total (by CST)
Far Below Basic	n=	0	0	0	4	2				6
	%	0%	0%	0%	29%	25%				8%
Below Basic	n=	2	3	9	5	6				25
	%	11%	19%	50%	36%	75%				33%
Basic	n=	3	3	7	4	0				17
	%	16%	19%	39%	29%	0%				23%
Proficient	n=	12	6	2	1	0				21
	%	63%	38%	11%	7%	0%				28%
Advanced	n=	2	4	0	0	0				6
	%	11%	25%	0%	0%	0%				8%
Total (by grade)	n=	19	16	18	14	8	0	0	0	75
	%	25%	21%	24%	19%	11%	0%	0%	0%	

7. How are EL students at the English Proficient level on the CELDT performing on the CST (ELA and mathematics) by grade

What percent of students are in each of the following performance levels: far below basic, below basic, basic, proficient and advanced?

a. ELA CST Performance of District EL Students at English Proficient level on CELDT

ELA CST Performance	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total (by CST)
Far Below Basic	n=	0	0	0	0	0			0
	%		0%	0%	0%	0%			0%
Below Basic	n=	0	0	0	0	0			0
	%		0%	0%	0%	0%			0%
Basic	n=	0	0	1	2	1			4
	%		0%	100%	100%	100%			80%
Proficient	n=	0	0	0	0	0			0
	%		0%	0%	0%	0%			0%
Advanced	n=	0	1	0	0	0			1
	%		100%	0%	0%	0%			20%
Total (by grade)	n=	0	1	1	2	1	0	0	5
	%	0%	20%	20%	40%	20%	0%	0%	

7.b. Math CST Performance of District EL Students at English Proficient Level on CELDT

Math CST Performance	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8 Gen. Math	Grade 8 Algebra	Total (by CST)
Far Below Basic	n=	0	0	0	0	0				0
	%		0%	0%	0%	0%				0%
Below Basic	n=	0	0	0	1	1				2
	%		0%	0%	50%	100%				40%
Basic	n=	0	1	0	0	0				1
	%		100%	0%	0%	0%				20%
Proficient	n=	0	0	1	1	0				2
	%		0%	100%	50%	0%				40%
Advanced	n=	0	0	0	0	0				0
	%		0%	0%	0%	0%				0%
Total (by grade)	n=	0	1	1	2	1	0	0	0	5
	%	0%	20%	20%	40%	20%	0%	0%	0%	

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8. How are Reclassified-Fluent English Proficient (RFEP) students performing on the CST (ELA and mathematics) by grade level?

a. ELA CST Performance of District RFEP Students

ELA CST Performance	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total (by CST)
Far Below Basic	n=								0
	%			0%	0%	0%			0%
Below Basic	n=								0
	%			0%	0%	0%			0%
Basic	n=			1	1	2			4
	%			50%	17%	25%			25%
Proficient	n=				3	4			7
	%			0%	50%	50%			44%
Advanced	n=			1	2	2			5
	%			50%	33%	25%			31%
Total (by grade)	n=	0	0	2	6	8	0	0	16
	%	0%	0%	13%	38%	50%	0%	0%	

8.b. Math CST Performance of District RFEP Students

Math CST Performance	Number Percent	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8 Gen. Math	Grade 8 Algebra	Total (by CST)
Far Below Basic	n=									0
	%			0%	0%	0%				0%
Below Basic	n=									0
	%			0%	0%	0%				0%
Basic	n=				3	3				6
	%			0%	50%	38%				38%
Proficient	n=			1	1	5				7
	%			50%	17%	63%				44%
Advanced	n=			1	2	0				3
	%			50%	33%	0%				19%
Total (by grade)	n=	0	0	2	6	8	0	0	0	16
	%	0%	0%	13%	38%	50%	0%	0%	0%	

School Site Level

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE)

SELF ASSESSMENT

and

CONTINUOUS IMPROVEMENT ACTIVITIES TOOL

California's LRE Initiative

Supporting access to appropriate educational opportunities, supports and outcomes for ALL students

Process for using
LRE Self-Assessment Tool

The following process is helpful as districts begin to examine their practices to create improved educational options for students with disabilities in the Least Restrictive Environment.

1. Establish **improvement team**.
   - Form stakeholder's workgroup or use existing team.
2. Conduct **site assessment** the LRE Self-Assessment Tool.
   - Team will meet to go through the needs assessment;
   - Rate practices based on evidence.
   - Identify need areas.
   - List any improvement strategies that come up during discussions.
3. **Summarize** using the summary sheet (page 20).
   - Average scores for each section transfer this number to the summary sheet.
   - Summarize needs for section and list on summary sheet.
   - List any improvement strategies discussed on summary sheet.
4. **Brainstorm solutions** using SODAS process (page 21).
   - For need areas where improvement activities have not been identified; brainstorm possible solutions using SODAS process.
5. Develop **Action Plan** (page 22).
   - Select improvement activities and put into an action plan.
5. **Implement** Action Plan.
6. The initial self-assessment findings can be used as a **baseline** for progress on you action plan. After implementation of the plan, team can conduct the self-assessment again to determine progress on the LRE plan.

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT
and
CONTINUOUS IMPROVEMENT ACTIVITIES
School Site Level

Contact Person: _____   **Date Completed:** _____

Telephone Number: _____   **Fax Number:** _____   **Email Address :** _____

IMPROVEMENT TEAM: School name:

John Green			
Name	**Principal**	**Name**	**GE Admin**
Toni Marquez		Lunden Duenas	
Name	**SE Admin**	**Name**	**GE Teacher**
		Sharon Colwell	
Name	**SE Teacher**	**Name**	**DIS Representative**
		Ryan Inoyue	
Name	**Teacher Association/Union**	**Name**	**Other**

Instructions:

1. Utilize an existing state-level school improvement team or establish a separate team to focus on establishing and carrying out school-wide efforts that are consistent with and support the LRE requirements of federal and state law as well as effective research and practice based LRE strategies. This site-based improvement team may be made up of the school principal, special and general education teachers, DIS representative, a union representative, an educational assistant representative, and general and special education parents.

2. Using data (e.g., CASEMIS and other) and your Improvement Team's knowledge of programs, services, and initiatives supported by the district, please complete the following Self-Assessment Protocol. Rate each LRE indicator according to the following rating scale:
   - 4 = Fully
   - 3 = Substantially
   - 2 = Partially
   - 1 = Minimally

3 The survey is designed to reveal how a site supports schools in seven categories that directly impact student achievement:

   0. Vision, Expectation, Leadership & Climate
   1. Instructional Program
   2. Instructional Time
   3. School Principals' Instructional Leadership Training
   4. Credentialed Teachers and Teacher Professional Development Opportunity
   5. Student Achievement Monitoring System
   6. On-going Instructional Assistance and Support for Teachers
   7. Monthly Collaboration by Grade level for Teachers Facilitated by the Principal
   8. Lesson Pacing Schedule
   9. Fiscal Support

4. At the end of each major topic section there is a box for an "section average score". Please average all the scores for that section and write that score in the box at the end of the section. This will also be the score that will be transferred to the summary sheet (pg. 17) at the end of the document.

5. Any LRE feature rated 1, 2, or 3 requires improvement strategies to be identified and implemented as a supplement to other school-level improvement plan or a separate LRE school improvement plan. Column 3 can be used to provide information to support the rating. Column 4 can be used for documenting improvement activities that will be included within the Site LRE Improvement Plan.

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COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)

Vision, expectations, leadership & climate
 	
0.1 The school has a vision that values and celebrates student diversity.
❑ There is evidence of guiding principles which encourage and support:
   o All students educated together.
   o High standards and expectations for all students.
   o Access to the general education curriculum for all students and developmentally appropriate preschool activities.
   o Input from diverse groups of educators, parents and the community School governance structures, student population, and faculty represent diversity, including disability.
❑ Students receive positive information about diversity.
❑ School events (e.g., assemblies) and/or public displays (e.g., bulletin boards) reflect diversity, including varied ability.
❑ All students within the school are valued and educated according to State and District standards.
❑ All students have equal access to student achievement awards and other recognitions provided by the school.
All students have access to the full range of services (e.g., Title 1 services, other remedial classes, honor/advanced placement classes, after school programs, and extracurricular activities).
	1 2 ③ 4	observation IEP meetings	Students within SDC settings need increased time in general ed classrooms exposed to core curriculum at instructional level

0.2 LRE policies and procedures reflect requirements of State and Federal law. ❑ School plans for implementing LRE are consistent with District and CDE policy as well as legal mandates and policies. ❑ Student Success Teams (SSTs) are developed and implemented within the school in a manner to ensure that students are not referred for special education eligibility prior to the provision of modifications and accommodations in general education. ❑ Unless determined otherwise by the IEP team, students attend the school they would attend if not disabled. ❑ School procedures regarding LRE are periodically updated with input from parents and staff representing special and general education.	1 2 ③ 4		General ed teachers need more training on curriculum-based assessments and interventions.

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
❑ Students with disabilities start and end the school day as well as recess and other activities at the same time as for all other students. ❑ School policies reflect the premise that all students belong first in general education classrooms with supports to the child and staff, regardless of disability ❑ School policies and practices reflect safety and positive behavior supports that are implemented school-wide for all students.			
0.3 Students are educated within schools they would attend if not disabled. ❑ Natural proportions of students are evident. ❑ If a student is attending a non-public school/agency or any other program outside the school, provisions in the IEP should include that student's participation in public school activities, as appropriate. ❑ All students have access to the full range of services(e.g., Title 1 services, other remedial classes, honor/advanced placement classes, after school programs, and extracurricular activities). ❑ Classroom programs within the school are located to facilitate meaningful interaction and integration.	1　2　3 (4)		
0.4 Parents are embraced as equal partners and are fully involved in their child's educational program. ❑ Parental input regarding their child's strengths as well as ideas for effective adaptations and accommodations are solicited. ❑ Parents and their children are supported to effectively participate in the IEP process (e.g., translators, location, and time of day). ❑ Parents are provided opportunities for IEP/LRE training from the school district, SELPA, CAC, and other community-based organizations. ❑ Outreach to families, including those of cultural and economic diversity is provided to solicit their participation. ❑ Appropriate support services are provided for families to support their children's success.	1　2 (3) 4		SDC parent outreach is necessary to encourage involvement at the whole-site level.
0.5 Students are involved in their IEP/LRE discussions. ❑ Students are prepared and supported to effectively participate in the IEP process ❑ Students participate in the educational process, including their IEP meeting.	1　2　3 (4)		
Section average score:	3.4		

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COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
1. Instructional Program **1.1** *Instruction for students with disabilities in reading/language arts utilizes the most recent State Board of Education-adopted core and/or intervention programs.*	1 2 3 **④**		
1.2 *Instruction for students with disabilities in mathematics utilizes the most recent State Board of Education-adopted core and/or intervention programs.*	1 2 3 **④**		

1.3 **There are effective school strategies in general education including early prevention/student support practices and coaching that promote successful learning.**
  ❑ Effective classroom/program instruction in general education, including early prevention, is supported by the school as the first premise on which to build successful services in the LRE.
  ❑ Components of the School Plan focus on quality instruction and improved outcomes for all students.
  ❑ The school has an effective student success team and/or other early prevention/support systems or structures.
  ❑ The school provides supplementary supports and services to ensure access to the general education curriculum for all students and preschool developmentally appropriate activities.
	1 **②** 3 4		more focused attention to effective instruction at the general ed. level

1.4 **Research- and practice based services and strategies are provided to meet unique students' needs to access the general curriculum.**
  ❑ The principal provides research-based best practices literature to inform the school staff of the array of services and strategies that support implementation of the LRE.
  ❑ There are school-wide general education support programs (e.g., cooperative learning, curriculum adaptation, peer-mediated learning approaches, direct instruction, reciprocal teaching, social skills training, positive behavior supports, study skills training, mastery learning) available to students.
  ❑ There is an appropriate array of services and strategies available for students as identified on their IEPs.
	1 **②** 3 4		much more intervention is necessary. Accountability to in-effective teaching.

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
1.5 _There are program organizational structures at the school that facilitate LRE._ ❑ There is adequate, regularly scheduled, on-going planning time for general and special education teachers and other staff to collaborate. ❑ Students with disabilities have access to all instructional materials (including appropriate textbooks). ❑ The school implements innovative and creative strategies in order to meet the needs of students with disabilities.	1 ② 3 4		not enough time for focused planning for ALL students. too many students in the SDC, numbers are way too high.
1.6 _There are classroom organizational structures at the school level that facilitate LRE._ ❑ **The school promotes** flexible and accessible student groupings, authentic and meaningful learning experiences, and developmentally appropriate curricula linked to the general education curriculum. ❑ There is access to appropriate materials and supplies within the general education classroom/school to support students and programs. ❑ Schools provide adequate space for educating students with disabilities in order to facilitate meaningful interaction, integration, and access to the core curriculum. ❑ Classroom and student assignments within the school are made to facilitate interactions among all students.	1 ② 3 4		
1.7 _There is adequate access to assistive and instructional technology in order to support students in the LRE._ ❑ A plan has been adopted for the provision of necessary assistive and instructional technology. ❑ The school has access to qualified and well-trained staff who can assess technology in planning and implementation of IEPs. ❑ Technology is continually evaluated to determine adequacy and appropriateness, including maintenance and need for upgrade.	1 2 ③ 4		

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	EVIDENCE/ INFORMATION TO SUPPORT RATING (3)	STRATEGIES & IMPROVEMENT ACTIVITIES (4)
1.8 There are school and classroom modifications, adaptations, and accommodations. ❑ Pre-referral strategies are clearly documented and provided. ❑ Classroom modifications, adaptations, and accommodations are included within student IEPs and provided in all settings. ❑ Ongoing monitoring of student progress provides information regarding effectiveness of classroom modifications, adaptations, and accommodations.	1 ② 3 4		interventions not always implemented with fidelity and not always a "real" intervention.
1.9 There are physical modifications and accommodations to support students in the LRE. ❑ Schools and classrooms are accessible to all students. ❑ There is ongoing evaluation of the physical adaptations, modifications, accommodations, and assistance provided, with improvements planned and implemented based on the findings.	1 2 3 ④		
Section average score:	2.7		

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COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
2. Instructional Time 2.1 Appropriate, uninterrupted instructional and intervention time in reading/language arts with appropriate supports and accommodations throughout the day as needed for students with disabilities based on their learning needs.	1 2 3 (4)		
2.2 Appropriate, uninterrupted instructional and intervention time in math with appropriate supports and accommodations throughout the day as needed for students with disabilities based on their learning needs.	1 2 3 (4)		
2.3 Student Access to High School Standards-aligned Core Courses ❏ The school's master schedule reflects additional time for differentiated instruction throughout the day as needed for students with disabilities based on their learning needs to master the required skills to pass the CAHSEE.	n/a 1 2 3 4		
Section average score:	4		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
3. School Principals' Instructional Leadership Training. **3.1 Leadership is supportive of the implementation of LRE and of other school initiatives and activities that reflect the LRE.** ☐ The school principal sets a positive tone about students with disabilities, monitors the implementation of LRE, supports best practices, and takes ownership for all students and personnel at the school site. ☐ The principal demonstrates leadership for serving all students by playing an active role in the SST and IEP processes. ☐ The principal includes implementation of LRE mandates in his/her evaluation of teachers in the school. ☐ The principal understands the systemic strategies needed to support LRE (e.g., professional development/ coaching, peer supports, common planning time, coordinated transportation schedules, and integration of these within the school site plan). **3.2 School's principal and vice-principal are trained on compliance with special education law, development and implementation of the contents of IEPs, and ensuring access to the general curriculum for students with disabilities**	(1) 2 3 4 1 (2) 3 4 **Section average score** 1.5		principal needs to participate in SST and IEP meetings, and take an active role in developing and monitoring the interventions. further training is required.

206

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
4. Credentialed Teachers and Teacher Professional Development Opportunity.			
4.1 Ongoing training that supports understanding and knowledge of students with disabilities is readily available for school staff. ❑ School staff have received information and training regarding LRE legal requirements and best practices. ❑ Staff development is provided at the school level that includes a focus on LRE legal requirements. ❑ The principal has received staff training on State and Federal mandates, including LRE. (or Assistant Principal) ❑ Parents are provided opportunities for IEP/LRE training from school districts, SELPA, CAC, and other community-based organizations. ❑ Training regarding assessment is provided for staff and parents.	1 2 ③ 4		training to site staff is needed.
4.2 Supports are provided to teachers and other school staff in meeting the LRE needs of all students. ❑ Fully credentialed and appropriately trained staff are available to support implementation of LRE. ❑ The school engages in effective recruitment and retention efforts with the goal of having fully qualified staff. ❑ Ongoing mentoring and coaching are provided at the school site. ❑ Materials, supports, and related media/web resources are made available for implementation of IEPs.	1 2 ③ 4		
4.3 Paraprofessionals provide support for special and general education teachers in the implementation of LRE for students ❑ The role of the paraprofessional, including the paraprofessional, general education teacher, special education teacher, and related service providers. ❑ Paraprofessional, under the guidance and support of general and special education teachers, actively support students' participation in the classroom/program. ❑ The paraprofessional is aware of the supports and services required in the students' IEP.	1 2 3 ④		

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COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
4.4 The district provides the school's special education teachers and paraprofessionals the AB 466 Professional Development Program through a State Board-authorized provider in the regularly scheduled training for all other teachers. The training features the district's adopted basic program and/or intervention programs for reading/language arts for each teacher's grade level or program level.	1 2 ③ 4		training for Para-educators is needed.
4.5 The district provides the school's teachers (including the special education teachers and paraprofessionals) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district's adopted basic program for mathematics for each teacher's grade level or program level.	1 2 3 ④		
4.6 The district provides the school's teachers with ongoing professional development and training on Special Education Law, development and implementation of the contents of Individualized Education Programs (IEPs), and ensuring access to the general curriculum for students with disabilities.	1 ② 3 4		
Section average score:	3.3		

208

COMPONENTS AND FEATURES OF LRE (1)	RATING (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
5. Student Achievement Monitoring System. **5.1 Assessment facilitates LRE process/structures (e.g., qualified staff, strength-based vs. deficit-based strategies, documentation of progress within the general curriculum, and culturally appropriate assessment).** ❑ Assessment used for determining special education services is strengths-rather than deficit-based. ❑ Progress toward specific IEP goals and the extent to which the student is accessing and progressing within the general curriculum (and developmentally appropriate activities for preschool children) is provided to parents at least as often as is provided for nondisabled students. ❑ Assessment includes information related to enabling the child to be involved and progress in the general curriculum (or for a preschool child, to participate in developmentally-appropriate activities). ❑ Assessment includes information provided by the parent as part of the assessment/IEP process.	1 2 3 (4)		
5.2 Students are included within State and District Assessments and other forms of accountability that assess what the student is being taught and that measure ongoing student progress toward identified educational goals. ❑ All students participate in District and State assessments with or without accommodations or through an alternate assessment, as delineated in their IEP.	1 2 3 (4)		assessing students on benchmarks 3 years below their instructional level is not useful information.
5.3 The school/district uses curriculum embedded assessments for monitoring the progress of students with disabilities towards end-of-year goals and IEP goals. Teachers use the information to plan and provide instruction targeted to each specific level of proficiency and academic ability level.	1 2 (3) 4		
Section average score:	3.6		

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
6. On-going Instructional Assistance and Support for Teachers. 6.1 Instructional assistance and support (coaches/content experts who are knowledgeable in special education techniques) should be provided to general and special education staff in the delivery of comprehensive, specialized instruction for students with disabilities. Section average score:	1 2 ③ 4 3.5		SDC teachers would benefit from more direct support with the curriculum.

210

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
7. Monthly Collaboration by Grade level for Teachers Facilitated by the Principal. **7.1 The school fosters a climate of collaboration between special and general education staff in promoting a climate and culture in which there is a sense of community where everyone belongs, is accepted, and is supported by peers and other members of the school community.** ❑ Special and general education teachers and other staff work collaboratively in the planning and implementation of school programs and activities that promote positive school-wide climate. ❑ General and special education teachers and other staff promote natural supports for students with disabilities within the school so that they can use and share their abilities. Positive behavioral supports are used to promote a sense of community in all settings. ❑ Teachers facilitate social interaction among students. ❑ Parents, staff, and students feel welcome and are respected as part of the school community. ❑ Activities are infused throughout the curriculum that celebrate diversity, cultural differences, and varied ability ❑ The school site creates opportunities for community activities and cross-cultural activities that build school-wide ownership for all students	1 ②3 4		collaboration time needs to be increased and lead effectively.
7.2 There is coordination and cooperation with personnel working together and supporting each other (e.g., through team teaching, co-teaching, teacher and student assistance teams, and other collaborative arrangements). ❑ Special and general education teachers and related services personnel have knowledge about children's disabilities, needs, and services. ❑ Special and general education teachers and related services personnel and other agency staff work together to provide IEP services within the LRE. ❑ Teachers are engaged in collaborative to educate all students. ❑ General education teachers receive assistance from student assistance teams to help meet the needs of students.	1 ②3 4		more time to communicate and plan effectively.

211

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
7.3 There is regularly scheduled, on-going collaboration among general education teachers and special education staff in order to plan and discuss the implementation of differentiated lesson delivery and supports for school personnel (including specialized instructional strategies, accommodations, modifications) to meet the needs of ALL students.	1 ②3 4		discussions and planning time needs to be organized, structured, and data-driven.
High School Intervention Programs for Students Below Grade Level ❑ School/district provides students with disabilities who are at risk of failing the CAHSEE with programs in English Language Arts and Mathematics in addition to the requirements of the student's Individualized Education Plan (IEP).	n/a 1 2 3 4		largest area of need at the site.
Section average score:	2		

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COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)

8. Lesson Pacing Schedule
 	
8.1 **Special education staff support students with disabilities in district/school wide lesson/ curriculum pacing schedules by consulting, designing and/or delivery of differentiated instruction.**
 	
High School
   8.2 **Teacher/ department and Subject Matter Collaboration**
   ❑   The school/district facilitates, provides time for and supports teacher, department, and subject matter collaboration among general education teachers and special education staff in order to plan and discuss the implementation of differentiated lesson delivery (including specialized instructional strategies, accommodations, modifications).
 	
Section average score:
	1 2 3 ④
	
	n/a
	1 2 3 4
	
	4		

213

COMPONENTS AND FEATURES OF LRE	RATING	INFORMATION TO SUPPORT RATING	IMPROVEMENT ACTIVITIES
(1)	(2)	(3)	(4)
9. Fiscal Support **9.1 There are fiscal and human supports provided for implementation of LRE.** ❑ The principal ensures that all school-level supports are in place for implementation of LRE (e.g., collaboration, planning time, IEP planning time, available substitutes (including subs for general ed teachers attending meetings), ongoing staff development, and supports for participation at the IEP meeting for all required participants). ❑ The principal works with the District to ensure that necessary textbooks and other instructional supplies, including technology are made available for special and general education teachers to facilitate access to the general curriculum. ❑ Appropriate numbers of trained personnel are provided to implement LRE (teachers, related service staff, and paraprofessionals). ❑ Extracurricular opportunities are provided equally for all students (including students with disabilities) enrolled in the school. **9.2 The school/district general and categorical funds are used appropriately to support the special education program in all core subject areas in the school plan.**	1 ②3 4 1②3 4		SDC numbers must be protected/decreased. textbooks are in place, but more training on how to accommodate kids 3 years below grade level.
Section average score:	2		

Self-Assessment Summary Sheet

Practice	Average Score	Priority	Improvement Tasks
0 Vision, expectations, leadership, and climate Issues:	3.4	6	students in SDC require more mainstream instruction into classrooms at their instructional level. General ed. teachers need more training on curriculum-based assessment intervention.
1 Instructional Program. Issues:	2.7	4	more focused attention to effective instruction in gen. ed. classrooms Accountability to ineffective instruction.
2. Instructional Time Issues:	4	9	much more intervention is necessary. more focused attention to effective instruction at the gen ed. level.
3. School principals' instructional leadership training. Issues:	1.5	1	site admin. must fully participate in all SST and IEP meetings. Must take an active role in developing and monitoring student and group interventions.
4. Credentialed teachers and teacher professional development opportunity Issues:	3.3	5	disability training to site staff needed. training for para educators is needed.
5. Student achievement monitoring system Issues:	3.6	8	more meaning assessment measures for SDC students.
6. On-going instructional assistance and support for teachers. Issues:	3.5	7	SDC teachers would benefit from more direct support with the curriculum.
7. Monthly collaboration by grade level for teachers facilitated by the principal. Issues:	2	3	Collaboration time needs to be increased and lead effectively. More time with a protected agenda focused to student achievement.
8. Lesson pacing schedule Issues:	4	9	Planning time needs to be organized, structured, and data-driven.
9. Fiscal support Issues:	2	2	SDC numbers must be protected. Too many students in the SDC and it therefore does not provide the individualized and specialized instruction.

Academic Program Survey

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.	Objective / Fully / Substantially / Partially / Minimally				

Implementation Status and Key Components detail:

Objective	Fully	Substantially	Partially	Minimally
9.2	(4) 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds
X_____ District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds
X_____ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation		Additional Comments
	Mathematics	
Plan uses all revenues appropriately.		
Attach appropriate documents.		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted, standards-based, basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education program (IEP), to enable them to participate successfully in a basic core classroom.	**Objective**	**Fully**	**Substantially**	**Partially**	**Minimally**

			Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional program materials
All students are _X_ assessed, _X_ placed, and _X_ provided appropriate SBE-adopted instructional program materials.

Number of Students:
_X_ All Students.
_____ ELs.
_____ SWDs.

Appropriate Use
Identify all that apply:
_X_ Basic core materials are used daily as designed.
_____ Ancillary materials are used daily as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	-Not implemented with fidelity -focused on ELA and Math -Next year we are going to focus more intensely on ELA -Step Up to Writing would be more of a focus.
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher purchase order (PO) documentation for sets of classroom basic core materials.

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				

Essential Program Component	Objective	Criteria and Clarifications

1. Instructional Program	1.2 The school/district provides either the 2008 SBE adopted, standards-based, basic core instructional programs and materials in ELD or materials from the 2002 SBE standards-based, basic core adoption and/or SBE-approved supplementary materials list. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student.
	
	* Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.
		Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program I districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English learners' Supplementary Materials lists. These materials are implemented daily as designed to support the assessed English proficiency needs of students.
		• Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures.
		• At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment.
		• For districts using the 2008 SBE-adopted RLA/ELD:
		  – At all grade levels, teachers use the ELD components of the 2008 SBE-adopted RLA/ELD program (Programs 2 and 3).
		  – For districts/sites adopting only Program 1, teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).
		• For districts using the 2002 SBE-adopted RLA/ELD teachers use the ELD materials from the 2002 SBE basic core adoption or from earlier SBE-approved supplemental materials lists.

Objective	Fully	Substantially	Partially	Minimally
1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All EL students are appropriately X assessed, X placed, and X provided appropriate SBE-adopted or SBE-approved instructional program materials.

If using either Program 1 or the ELD materials from the 2002 SBE adoption and/or SBE approved supplementary list, identify the ELD materials:

Appropriate Use
X Materials/ELD components are used daily as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	-Math was one of the focuses for Ella this year. -Our students score more proficient in mathematics-next year Ella will have a more defined focus
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom basic core materials.

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. * Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. • Districts are either using the SBE-adopted intervention program from the SBE-adopted 2002/2005 lists or Programs 4 or 5 from the 2008 list.	(see detail below)			

Objective	Fully	Substantially	Partially	Minimally
1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are _X_ assessed, _X_ placed, and _X_ provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students

	Gr. 4	Gr. 5	Gr. 6
All Intensive learners			
All Intensive Els			
All Intensive SWDs			

Number/% Provided SBE-Intensive Intervention

	Grade 4	Grade 5	Grade 6
Total Intensive Students			
Intensive ELs			
Intensive SWDs			

Appropriate Use
_X_____ Materials are used daily as designed.

Documentation		Additional Comments
	Reading/Language Arts/ELD	-Ella students levels of proficient and advanced percentages are below district average - More intense interventions are needed to raise student proficiency levels. -After school tutoring and small group intervention would be helpful.
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom basic core materials.

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted, standards-based, basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * Pending State Board of Education (SBE) action and as a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE standards-based adoptions will meet the intent of this objective.	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	See below table			

Objective	Fully	Substantially	Partially	Minimally
1.4	4 (100%)	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are _X_ assessed, _X_ placed, and _X_ provided appropriate SBE-adopted instructional program materials.

Number of Students:
_____ All Students.
_____ ELs.
_____ SWDs.

Appropriate Use
Identify all that apply:
_X_ Basic core materials are used daily as designed.
_____ Ancillary materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	-Although our mathematics curriculum has been fully implemented support materials and a string intervention piece would serve to support our students even more. -Some (ancillary, supplemental) materials are missing/not purchased.
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom basic core materials.

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components — Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 and 2005 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. • For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. • The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.	(see rating table and key components below)

Objective	Fully	Substantially	Partially	Minimally
1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are X assessed, X placed, and X provided appropriate SBE-adopted instructional program materials. Students served:

Number of Intensive Intervention Students

	Gr. 4	Gr. 5	Gr. 6
All Intensive learners	29	33	23
All Intensive Els	12	15	16
All Intensive SWDs	8	4	5

Appropriate Use
X Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	- Ella has the adopted mathematics intervention materials, but intervention materials that "fill" in the holes in the program would be beneficial for our students. -Purchase supplemental materials to support curriculum.
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom basic core materials.

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components — Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 and 2005 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2007 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. • The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. • Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.	*(see sub-tables below)*				

Implementation Status and Key Components rating table:

Objective	Fully	Substantially	Partially	Minimally
1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Instructional Program Materials
All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students	
	Grade 8
All Intensive learners	
All Intensive Els	
All Intensive SWDs	

Number Provided SBE-Algebra Readiness	
	Grade 8
Total Students	
ELs	
SWDs	

Appropriate Use
_____ Materials are used daily as designed.

Documentation		Additional Comments
	Mathematics	N/A
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom basic core materials.

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
2. Instructional Time	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic basic core programs for RLA/ELD. This time is given priority and protected from interruptions: • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours • Grades six through eight: 1.0 and up to 2.0 hours (or up to two periods)	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruptions. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	See detail below			

Implementation Status table (Objective 2.1):

Objective	Fully	Substantially	Partially	Minimally
2.1	4 100% (circled)	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time
 X   Time is given priority and protected from interruptions.

Identify the number of instructional minutes (length of periods) offered at each grade level.

Number of instructional minutes at each grade level									
	K	1	2	3	4	5	6	7	8
All Students	60	<-	150	->	<-	120	->		
ELs	60	<-	150	->	<-	120	->		
SWDs	60	<-	150->		<-	120 ->			

Documentation		Additional Comments
	Reading/Language Arts/ELD	-Ella teachers/students are afforded protected time of instruction, but some phone calls/activities interrupt this time (accidental fire alarm)
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.

2. Instructional Time	2.2 The school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted, standards-based, basic core program and ancillary materials.
	
	• Kindergarten through grade six: 30 minutes
	• Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level basic core course.
		Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
		• This time is given priority and protected from interruptions
		• Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level.
		• All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs.
		• This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency.
		• For grades six through eight, strategic learners are assessed and need additional instructional time beyond the basic core.
		  – For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course.
		  – Some strategic students may have occasional trouble within the day-to-day basic core English-language arts instruction. These students may not need additional strategic time beyond the basic core period. In this
			(see below)

Implementation Status table:

Objective	Fully	Substantially	Partially	Minimally
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
  X   Time is given priority and protected from interruptions.

Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.

Number of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic									
All HP Strategic									
All HP Strategic provided 30-45 additional minutes or a support period									

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California Department of Education
Academic Program Survey—Elementary School Level

case, teachers are to provide these students additional targeted differentiated instruction using the basic core ancillary materials to support their achievement of grade-level skills and concepts in their basic core RLA classroom. • The SBE adopted, standards-based, basic core materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.	**Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students** Describe assessment and placement criteria for high-priority strategic students. Describe differentiated support for students not needing an additional strategic period:

Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students

	K	1	2	3	4	5	6	7	8
Additional time provided all HP Strategic students									
Additional time provided all HP Strategic ELs									
Additional time provided all HP Strategic SWDs									

Documentation		Additional Comments
	Reading/Language Arts/ELD	* some ancillary materials were not purchased, these items would further expand on the opportunities for student learning and diversity of exposure.
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
2. Instructional Time	2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using either the 2008 SBE-adopted basic core instructional program and materials in ELD or materials from the 2002 SBE standards-based adoption and/or SBE-approved supplementary materials lists. This time is given priority and protected from interruptions. • Kindergarten through grade six: 30-60 minutes • Grades six through eight: 30-60 minutes (or up to one period)	Full implementation means that that the school's schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE 2002 adoption and/or SBE-approved English Learners' Supplementary Materials lists. These ELD instructional minutes are in addition to instructional time in the basic core program, are given priority, and protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE 2002 adoption and/or SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels using materials from the previous SBE 2002 adoption and/or SBE-approved supplementary materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction.	See table below			

Objective	Fully	Substantially	Partially	Minimally
2.3	4 (100%) ⃝	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time
Identify all that apply:
X ____ Time is given priority and protected from Interruptions.
X ____ ELD instruction is additional time in the schedule.

Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.

Proficiency Levels	Levels 1-2	Level 3	Level 4-5
# of Students	107	94	39
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	45	45	45

Documentation	Additional Comments
	-ELD for EL's Avenues/Opencourt
Reading/Language Arts/ELD	-After school tutoring.
District Instructional Regulations:	-All of Ella's students would benefit from an extended day (instructional minutes)
School Instructional Regulations:	-more ELD materials for our EL students is needed.
Attach appropriate documents	

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. • Grades four through six: 2.5-3.0 hours • Grades six through eight: 2.5-3.0 hours (or up to three periods)	Full implementation means that the school schedule allocates the appropriate uninterrupted instructional time for all students identified as needing intensive intervention, including ELs and SWDs. The SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates appropriate instructional time for implementation of the intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002/2005 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers. • The school schedule reflects that English Learners in an intensive reading intervention program designated for English Learners also receive embedded ELD instruction as per program design. Program 5 (Intensive Reading Intervention for ELs) or the intensive reading intervention materials designated for English Learners from the previous 2002/2005 SBE-adopted materials lists meet the recommended 30-60 minutes of ELD daily instruction.	(see below)

Implementation Status table:

Objective	Fully	Substantially	Partially	Minimally
2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time
 X   Time is given priority and protected from interruptions.

Indicate total length (minutes) designated for intensive intervention:

Number of Instructional Minutes at each grade level					
	4	5	6	7	8
All Intensive learners	2.5				
Intensive Els	2.5				
Intensive SWDs	2.5				

Documentation		Additional Comments
	Reading/Language Arts/ELD	-Ella has a high number of EL students and students with disabilities. Protected time is crucial for their academic development. More resources would be helpful too.
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional Time	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for mathematics. This time is given priority and is protected from interruptions. • Kindergarten: 30 minutes • Grades one through six: 60 minutes • Grades six through eight: 50-60 minutes (or one period)	Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. • This time is given priority and is protected from interruptions.	(see detail below)

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
2.5	(4) 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time
 X   Time is given priority and protected from interruptions.

Identify Number (#) of Instructional Minutes offered at each grade level:

# of Instructional Minutes @ each grade level									
	K	1	2	3	4	5	6	7	8
All Students	45	60					→		
ELs	45	60					→		
SWDs	45	60					→		

 # For Algebra Readiness see 2.7

Documentation		Additional Comments
	Mathematics	- Ella has protected math time - Extra support materials for EL and SWD are needed.
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				

2. Instructional Time	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted, standards-based, basic core and ancillary program mathematics materials.
	
	• Kindergarten through grade six: 15-30 minutes
	• Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level basic core course.
	• Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course.
		Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.
		• For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.
		• For grades six and seven, strategic students are assessed and need additional instructional time beyond the basic core.
		  – For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course.
		  – Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the basic core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the basic core ancillary materials to support their achievement of grade-level skills and concepts in their basic core mathematics classroom.
		• For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards.
		• For grade eight, strategic learners are assessed and need additional instructional time beyond the basic core.
			Objective / Fully / Substantially / Partially / Minimally (see below)				

Implementation Status table:

Objective	Fully	Substantially	Partially	Minimally
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

X   Time is given priority and protected from interruptions.

Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.

# of Students at each grade level								
	K	1	2	3	4	5	6	7	8
All Strategic	25								
All HP Strategic	15								
All HP ELs	7								
All HP SWDs									

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– For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. – Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the basic core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the basic core ancillary materials to support their achievement of grade-level skills and concepts in their basic core mathematics classroom. • For kindergarten through grade eight, the SBE-adopted basic core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the basic core program with their peers.	**Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.**

Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.

	K	1	2	3	4	5	6	7	8
Additional time provided to all HP strategic students	15	30	→						
Additional time provided to HP EI strategic students	15	30	→						
Additional time provided to all HP SWD strategic students	15	30	→						

Documentation		Additional Comments
	Mathematics	- We have many students not performing at grade level. Extra support (aides) materials would be extremely beneficial to create/implement small group instruction.
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. • Grades four through six: 15-30 minutes. • Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level basic core course) when additional intervention support is needed. For districts using the 2007 SBE-adoption: • Grade eight: One period of Algebra Readiness daily for identified intervention students.	Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intensive intervention students. • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. **For districts using the 2007 SBE-adoption:** • The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. • For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. **For districts using the 2001 and 2005 SBE adoptions:** • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Objective: 2.7 Fully: 4 100% Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Appropriate Allocation of Daily Instructional Time** X Time is given priority and protected from interruptions. **Indicate total number of _additional_ minutes:**				

Implementation Status table:

Objective	Fully	Substantially	Partially	Minimally
2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

# of Instructional Minutes at each grade level

	4	5	6	7	Algebra Readiness
All Intensive Learners	30	30	30	X	
All Intenisve ELs	15	15	15	X	
All Intensive SWDs	30	30	30	X	

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components

Review and identify which key components apply. Circle the most appropriate rating.

| 3. Lesson Pacing Guide | 3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. | Full implementation means that the annual district instructional/assessment pacing guides are in daily use to fully implement the SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).
• Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.
• The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. | (see table below) |

Objective	Fully	Substantially	Partially	Minimally
3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
X   Distributed to each grade level.
X   Used daily at every grade level.

Pacing Guide Use Monitored
X   Principal monitors daily use.

Documentation		Additional Comments
	Reading/Language Arts/ELD	- Our assessments key in on areas our students struggle. They are effective tools to measure progress, but more support materials are needed to support academic growth in our under-achieving students.
District/School Pacing Plan by Grade Level:		
Attach appropriate documents.		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school). • Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The basic core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Instructional/Assessment Pacing Guides
X   Distributed to each grade level.
X   Used daily at every grade level.

Pacing Guide Use Monitored
X   Principal monitors daily use.

Documentation		Additional Comments
	Mathematics	- Pacing guide is appropriate.
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components

The last column header continues: **Implementation Status and Key Components** — Review and identify which key components apply. Circle the most appropriate rating.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted RLA/ELD basic core and intervention program materials in use at the school through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs). This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the SBE-adopted RLA/ELD basic core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • The RLA/ELD basic core or intensive reading intervention materials. • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. The remaining eight hours focus on the following: • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using	(see rating table and key components below)

Objective	Fully	Substantially	Partially	Minimally
4.1	4 100% (circled)	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

Principal
X_____ Training in RLA/ELD.
_____ Structured Practicum.*

Vice Principal
_____ Training in RLA/ELD.
_____ Structured Practicum.*

* Refer to suggested practicum activities in EPC 3.3.

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		research-based practices to plan and deliver instruction to meet varying student needs. • Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved **:** ○ Module 1 - Leadership and Support of Student Instructional Programs 40 hours training/40 hours structured practicum; ○ Module 2 - Leadership and Management for Instructional Improvement: 20 hours training/20 hours structured practicum ○ Module 3 - Instructional Technology to Improve Pupil Performance: 20 hours training/20 hours structured practicum • Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.	

Documentation		Additional Comments	
	Reading/Language Arts/ELD	-Administrative leadership is qualified/met the requirements.	
District Assembly Bill (AB) 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				

			Objective	Fully	Substantially	Partially	Minimally
4. School Administrator Instructional Leadership Training	4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the SBE-adopted mathematics basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program. *Note: In cases where an	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics basic core and intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: • The current SBE adopted mathematics materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. The remaining eight-hours focus on the following: • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;	4.2	(4) 100%	3 At least 75%	2 At least 59%	1 Less than 50%

Key Components

Training and Practicum Completed
Principal
__X__ Training in Mathematics.
_____ Structured Practicum.*

Vice Principal
_____ Training in Mathematics.
_____ Structured Practicum.*

* Refer to suggested targeted professional development and support list.

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	administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.	• The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs.	

Documentation		Additional Comments
	Mathematics	
District AB 430 Completion Records:		
Approved Provider Information:		
Date of Offerings:		
Attach appropriate documents		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				

4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.
		
		Targeted professional development and support may include:
		• Development, use, and monitoring of classroom observation protocols to include:
		  – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.
		  – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.
		• Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.
		• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.
		• Participation in Modules 2 and 3 of the Administrator Training Program.
		• Participation in a 40-hour English learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.
		• Training on Response to Instruction and Intervention (RtI^2) including support on providing tiered intervention; and implementation and monitoring of standards-based IEP.
			Objective / **Fully** / **Substantially** / **Partially** / **Minimally**
			4.3 / (4 100%) / 3 At least 75% / 2 At least 50% / 1 Less than 50%
			
			Key Components
			
			Principal's Professional Development
			  X Completed.
			
			Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)				

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		• Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	-Training keys in on student data and applying resources to help support growth. - More time is needed for teachers to network/professional development.
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components 100% **Percentage of fully credentialed, highly-qualified teachers.**				

Documentation			Additional Comments
	Reading/Language Arts/ELD	Mathematics	-Although the teachers meet the requirements, continued professional development would further hone their skills to better/more effectively implement the curriculum.
District Senate Bill (SB) 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of	Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.	(see table below)				

Objective	Fully	Substantially	Partially	Minimally
5.2	(4) 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed:

Indicate number of teachers at each grade level and number completing training and practicum.

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	4 3	4 3	
Grade 2	4 2	4 2	
Grade 3	2 2	2 2	
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			

* Refer to suggested practicum activities.

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	school/district professional development plan.	- Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. - Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. - Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. - Training on RtI^2 including support on providing tiered intervention. - Implementation and monitoring of standards-based IEP. - Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	
Documentation		**Additional Comments**	
	Reading/Language Arts/ELD	- Staff would benefit from having core subject area specialists conduct professional development on a regular basis (weekly, monthly).	
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components *Review and identify which key components apply. Circle the most appropriate rating.*
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the | Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.

Some practicum activities might include:
• Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program.
• Data team protocol training to analyze and use data to inform classroom and school-wide practices.
• Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. | See below |

Implementation Status and Key Components:

Objective	Fully	Substantially	Partially	Minimally
5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Training and Practicum Completed

Indicate number of teachers at each grade level and number completing training and practicum.

	# of Teachers	40-hour Training	80-hours of Structured Practicum
Grade 1	4	4	
Grade 2	3	3	
Grade 3	4	4	
Grade 4	2	2	
Grade 5	2	2	
Grade 6	2	2	
Grade 7			
Algebra 1			
Algebra Readiness			

* Refer to suggested practicum activities.

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	adopted program and the goals of school/district professional development plan.	- Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. - Participation in a 40-hour English learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. - Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. - Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. - Training on RtI^2 including support on providing tiered intervention. - Implementation and monitoring of standards-based IEP. - Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.	
Documentation		Additional Comments	
	Mathematics	-This year we do not have a literacy coach on campus performing duties such as content support, curriculum implementation, etc. This is a much needed support person for our teachers.	
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
			Review and identify which key components apply. Circle the most appropriate rating.

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement. • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	(see detail below)

Objective	Fully	Substantially	Partially	Minimally
6.1	(4) 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Coaches/content experts/specialists
_____ Type of instructional assistance.
__X__ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
__X__ Principal structures/monitors instructional assistance services.

Trained Coaches/ Content Experts/Specialists
__X__ Completed SBE-adopted materials-based training (identify which program[s]).
_____ Completed English Learner Professional Development (ELPD).

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

Documentation	Additional Comments
	Reading/Language Arts/ELD	-our content area specialists are on campus regularly.
School Plan for Assistance and Support to Teachers:		-our staff would benefit by having more frequent visits.
Attach appropriate documents.	

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement. • The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement.	**Objective**: 6.2 — **Fully** (4) 100% (circled) / **Substantially** 3 At least 75% / **Partially** 2 At least 50% / **Minimally** 1 Less than 50% **Key Components** **Coaches/content experts/specialists**: _____ Type of instructional assistance. __X__ Works primarily in classrooms. **Describe type of classroom/teacher assistance regularly provided to teachers:** **Describe criteria used for identifying and providing coaching support:** **Monitoring Coaching System** __X__ Principal structures/monitors instructional assistance services. **Trained Coaches/ Content Experts/Specialists** __X__ Completed SBE-adopted materials-based training (identify which program[s]). _____ Completed ELPD. **Describe type of training/ support planned and/or provided for coaches/content experts/specialists:**				

Documentation		Additional Comments
	Mathematics	Content experts visit classrooms at least monthly. They also meet with each grade level during grade level data meetings.
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	See below				

Objective	Fully	Substantially	Partially	Minimally
7.1	4 100%	3 At least 75% (circled)	2 At least 50%	1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System

___X___ District supported electronic data management system.

___X___ District-wide reporting and analysis of assessment results.

___X___ School-wide reporting and analysis of assessment results.

___X___ Timely data from assessments available to and easily accessible by administrators and teachers.

___X___ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System

___X___ Staff trained on using and accessing data from the electronic data system.

Using Formative Assessment Results

___X___ Common curriculum embedded/formative assessments administered frequently.

___X___ School-wide assessment calendar developed and used.

___X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	Reading/Language Arts/ELD	-assessment attached.
Example of Curriculum Embedded Assessments:	Edusoft	
Sample report of assessment at the following levels		
Classroom: Rm 22 3rd		
District: MJUSD		

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California Department of Education
Academic Program Survey—Elementary School Level

Attach appropriate documents.	

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis. • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.	**Objective** 7.2	**Fully** 4 100%	**Substantially** 3 At least 75%	**Partially** 2 At least 50%	**Minimally** 1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System
X___ District supported electronic data management system.
X___ District-wide reporting and analysis of assessment results.
X___ School-wide reporting and analysis of assessment results.
X___ Timely data from assessments available to and easily accessible by administrators and teachers.
X___ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System
X___ Staff trained on using and accessing data from the electronic data system.

Using Formative Assessments Results
X___ Curriculum embedded/formative assessments administered frequently.
X___ School-wide assessment calendar developed and used.
X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction.

Documentation		Additional Comments
	Mathematics	-data is effective -Teachers need more time to learn how to use the data to change/add to instruction.
Example of Curriculum Embedded Assessments:		
Sample report of assessment at the following levels -		
Classroom:		
District		

California Department of Education
Academic Program Survey—Elementary School Level

Attach appropriate documents.	

California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			

Essential Program Component	Objective	Criteria and Clarifications				

8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted RLA/ELD programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.
		• Teachers are trained in collaboration meeting protocols.
		• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
		  – Entry-level placement and/or diagnostic;
		  – Progress monitoring, including frequent formative and curriculum-embedded; and
		  – Summative benchmark assessments.
		• Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.
			(see below)			

Objective	Fully	Substantially	Partially	Minimally
8.1	**4 100%** (circled)	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Scheduled Structured Collaboration Meetings
- 1 — Number per month.
- X — All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
- X — Meetings are structured; protocols/tools are developed and used.
- X — Training for collaboration meeting protocols provided to teachers.
- X — Professional development provided for administrators and teachers on data analysis and data-informed instruction.
- X — Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content
- X — Using and analyzing timely student common assessment results from all students.
- X — Strengthening program implementation.
- X — Designing and improving lessons and instruction.
- X — Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans: Attach appropriate documents.	Reading/Language Arts/ELD	- Teachers meet monthly for collaborative, data driven meetings. Extra support or the opportunity to meet more often would be beneficial.

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California Department of Education
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the adopted mathematics programs, including Algebra I and Algebra Readiness.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers. • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs.	See details below			

Objective	Fully	Substantially	Partially	Minimally
8.2	**4** (100%)	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components
Scheduled Structured Collaboration Meetings:
1	Number per month.
25	All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
X	Meetings are structured; protocols/tools are developed and used.
X	Training for collaboration meeting protocols provided to teachers.
X	Professional development provided for administrators and teachers on data analysis and data-informed instruction.
X	Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.

Collaborative Meeting Discussion Content
X	Using and analyzing timely student common assessment results from all students.
X	Strengthening program implementation.
X	Designing and improving lessons and instruction.
X	Identifying research-based strategies to support specific skill needs of all students.

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.			

| 9. Fiscal Support | 9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA). | Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.
• The SPSA is aligned with the goals and activities in the LEA Plan.
• The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA.
• The district requires that SPSA expenditures detail EPC alignment.
• District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. | |

Implementation Status and Key Components table:

Objective	Fully	Substantially	Partially	Minimally
9.1	4 (100%)	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Allocation of Funds
X   District and site categorical and general funding are aligned to support EPC implementation.

Coordination of Funds
X   The SPSA aligns to the goals and activities in the LEA Plan.

Documentation	Additional Comments
Reading/Language Arts/ELD	

| Plan uses all revenues appropriately. | |
| Attach appropriate documents. | |

District Assistance Survey

District Assistance Survey (DAS)

A. Governance	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation		

A.1 The local governing board works within the scope of its role and responsibilities as a member of the district governing team, setting policies and aligning the budget to support the successful implementation of the Local Educational Agency (LEA) Plan.

Full implementation means that the local governing board has established a process with the LEA superintendent to ensure that policies are implemented and monitored and that funding is allocated to support the successful implementation of the LEA Plan.

- Board policies and regulations explicitly address the roles and responsibilities of the local governing board, superintendent and staff in the governance structure.
- Board members support and follow their adopted policies as reflected in their decisions regarding student achievement, curriculum, assessment and accountability, personnel and budgetary allocations.

	Full	Partial (in progress)	Minimal
A.1	③	2	1

Documentation

A.2 The LEA's vision, mission, policies and priorities are focused on the academic achievement of all students, especially English learners, (ELs), students with disabilities (SWDs), and other high priority students, and reflect a commitment to equitably serving the educational needs and interests of all students.

Full implementation means that the local governing board, upon recommendation of the superintendent and with input from stakeholder groups, adopts a long-range vision for the LEA focused on student learning and sets priorities based on student achievement, including ELs, SWDs, and all other high priority students.

Prior to adopting board policies, the governing board reviews how the proposed policy will support the stated vision, mission, and priorities, including ELs, SWDs, and all other high priority students.

	Full	Partial (in progress)	Minimal
A.2	3	○ 2	1

Documentation

1

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District Assistance Survey (DAS)

G.8 The LEA provides ongoing professional development and support to content experts and coaches and monitors their effectiveness in strengthening the instructional practices of teachers.	Full implementation means that all content experts and coaches deployed by the LEA are provided with rigorous and ongoing professional development in district-identified, research-based instructional practices to improve achievement among all students, including ELs, SWDs, and high priority students. • Using the LEAP and SPSA goals, the LEA and site administrators establish instructional priorities and specific academic goals, across grades and content areas, for all content experts and coaches. These goals are communicated clearly to coaches and used to assess their impact and effectiveness. • The LEA has developed reporting and monitoring mechanisms to ensure the effective delivery of these services: – Regular classroom visits and observations of coaches/content experts. – Monitoring of implementation of daily coach/specialist schedules.				
			Full	Partial (in progress)	Minimal
		G.8	3	2 ⭕	1
		Documentation			

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District Assistance Survey (DAS)

A.3 The LEA leadership fosters an organizational culture that supports educational reform based on a coherent research-based instructional program. This culture of shared core values and norms can be observed at all levels of leadership and across all schools.	Full implementation means that the board and district superintendent, together with district leaders, foster an organizational culture characterized by: • A commitment to a district vision of universal student achievement realized through a rigorous, coherent standards-based instructional program anchored in the Essential Program Components (EPCs) for Instructional Success. • A transparent communications structure so that personnel in schools and the wider community understand how decisions are made and how communications are shared across the district. • Positive working relationships among adults based on mutual trust. • Collaborative team work among LEA and site-level leaders. • Participatory decision making among all stakeholders, including district and school administrators, teachers, parents, and community members. • Allocation of appropriate time and resources to support and sustain reform initiatives.				
			Full	Partial (in progress)	Minimal
		A.3	3	2	1
	Documentation				

District Assistance Survey (DAS)

		Full	Partial (in progress)	Minimal
A.4 The LEA has policies to fully implement the State Board of Education (SBE)-approved EPCs for Instructional Success in all schools in the LEA. These include evidence of implementation regarding instructional materials, intervention programs, aligned assessments, appropriate use of pacing and instructional time, and alignment of categorical programs and instructional support.	Full implementation means that the LEA has policies addressing the full implementation of each of the EPCs in all schools in the LEA. These policies guide the LEA in establishing: • Process for selection and monitoring implementation of SBE-adopted standards-aligned instructional materials, including intensive intervention programs. • Expectations for the appropriate allocation of instructional time, as outlined in the state's curriculum framework, and implementation of the annual district instructional/assessment pacing guides to ensure that all students receive sufficient time to learn grade-level standards incorporated in the adopted instructional materials. • Expectations for the regular and uniform administration and analysis of common district benchmark assessments and formative/curriculum-embedded assessments and the use of placement/exit criteria to provide students strategic and intensive interventions, as well as grade-level instruction. • Professional development opportunities for teachers and administrators, including SBE-adopted materials-based professional development; ongoing training and in-classroom support, including content experts, coaches, specialists, or other teacher support personnel with subject matter expertise, and monthly structure teacher collaboration meetings (preferably twice per month) by grade or course or program level. • Alignment of fiscal and human resources to support the EPCs.			
		A.4 3 (○) 2 1		
		Documentation		

3

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District Assistance Survey (DAS)

A.5 The LEA Plan is developed in alignment with the accountability requirements at both the state and federal levels and with input from all stakeholders. It is grounded in sound, research-based instructional practices and is the guiding document for the development of the Single Plan for Student Achievement (SPSA) in each of the LEA's schools.	Full implementation means that the LEA Plan is fully aligned with all accountability requirements, including any federal Title I, Title II, and/or Title III requirements to which the LEA may be subject. Research-based practices to improve student achievement are evident throughout the plan. • The development process for the LEA Plan includes a representation of district stakeholders and is based upon a comprehensive needs assessment and analysis of student achievement data. • The SPSA for each school is clearly aligned to the LEA plan; incorporating the activities from the LEA plan in order to support a coherent implementation of the LEA plan in all schools. • The LEA Plan describes how the district provides support to all schools through the seven areas of district support. Underperforming schools are targeted for additional support in fully implementing the EPCs.		

	Full	Partial (in progress)	Minimal
A.5	(3)	2	1

Documentation

-Work with stakeholders

4

District Assistance Survey (DAS)

A.6 The LEA's fiscal policies and adopted budget are aligned with the LEA Plan and reflect a coherent instructional program based on state standards, frameworks, SBE-adopted standards-aligned materials, sound instructional practices, and the EPCs.	Full implementation means that sufficient fiscal resources are allocated to support the full implementation of the LEA Plan. • LEA budget decisions and priorities are determined by the priorities established in the LEA Plan which are to include all ELs, SWDs, and other high priority students in the district whether the students are attending a categorically-funded school or not. • The SPSA and other site-level budget allocations are aligned to the LEA Plan, with an emphasis on meeting the instructional needs of high priority students.		Full	Partial (in progress)	Minimal
		A.6	③	2	1
		Documentation			

A.7 The LEA uses an effective two-way communication system and provides timely and accurate information to all stakeholders, especially students, parents/families, teachers and site administrators, about student achievement, academic expectations, and accountability requirements.	Full implementation means that the LEA has in place timely two-way communication systems with all stakeholders regarding student achievement, academic expectations, and accountability requirements. All communication is rendered in a format and language that is understandable to all stakeholders. • The LEA has established channels to facilitate ongoing and frequent communication from the stakeholders to the LEA. Examples of these communication channels are evident. • The LEA annually sets student performance goals and clearly communicates these goals to all site administrators, teachers, students, and parents/families. Goals are measurable, achievable, and evaluated annually.		Full	Partial (in progress)	Minimal
		A.7	3	◯ 2	1
		Documentation			

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District Assistance Survey (DAS)

A.8 The LEA holds teachers, site administrators, and district personnel accountable for student achievement and meeting federal, state, and local accountability requirements.	Full implementation means that all LEA personnel, site administrators, and teachers throughout the LEA are accountable for meeting specific teaching and student achievement goals, as defined in the LEA Plan.		Full	Partial (in progress)	Minimal
		A.8	3	2	1
	• The LEA has clearly communicated the actions required by teachers and site and district administrators in order to support implementation of the LEA Plan. • There is a clearly defined method of monitoring the implementation of the plan, including benchmark activities and timelines and the persons responsible for carrying out each activity. Follow-up action is taken when revisions to the plan are needed or when benchmark activities are not completed. • If the LEA is in Title I, Title II, and/or Title III improvement status, all LEA and site personnel are knowledgeable of and accountable for implementing the accountability requirements.	Documentation				

6

District Assistance Survey (DAS)

A.9 The LEA provides all schools with the infrastructure to collect and interpret student achievement data in order to establish and communicate instructional priorities and strategies for improved student achievement.	Full implementation means that the LEA provides all schools and teachers with a data system to collect and track student achievement data. The system provides timely turnaround of data reports and maximizes the use of data within a continuous improvement process. • The adopted data system: – Is implemented in all schools within the LEA. – Is supported by the LEA (e.g. fiscal and personnel resources). – Provides continually-updated student achievement and demographic data for analysis and decision making by teachers and administrators (for example re-rostering of class lists). – Provides varying levels of access to data (educators, administrators, parents). – Has the ability to report data in multiple formats and for multiple users. – Enables rapid turnaround of data reports for teachers.			
			Full	Partial (in progress)	Minimal
		A.9	3	2	1
		Documentation			

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District Assistance Survey (DAS)

B. Alignment of Curriculum, Instruction and Assessment	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation		

			Full	Partial (in progress)	Minimal
B.1 The LEA has a coherent standards-based curriculum, instruction and assessment system. Curricular and assessment materials are aligned with one another and based on the SBE-adopted standards-aligned instructional materials.	Full implementation means that all components of the curriculum are aligned to the state standards and to state-mandated assessments. The LEA has SBE-adopted standards-aligned instructional materials for all students; teachers use the materials with fidelity and on a daily basis following the district pacing guide; and student assessments are aligned to the adopted instructional materials. • SBE-adopted standards-aligned instructional materials are adopted system-wide. • All site administrators and teachers are knowledgeable of the state content standards and skilled in the effective implementation of the adopted instructional materials to meet state achievement targets. • There is clear evidence of system-wide coherence in curriculum, instruction and assessment from classroom to classroom and from grade level to grade level. This coherence is observable at the classroom level. • For the core subjects, there are district instructional/assessment pacing guides based upon the adopted instructional materials. Pacing guides clearly describe the breadth and depth of content to be taught and are aligned with the standards tested on state standardized exams. • District benchmark assessments are aligned to the SBE-adopted standards-aligned instructional materials and to the district pacing guides.	B.1	③	2	1

Documentation

-Full implementation:
    designated core time during school day
    RTI
-Teachers are knowledgeable: PD
-Clear evidence of system wide coherence:
    Observations
-Pacing guides: ELA & Math Coordinators
       School Improvement Plans?

District Assistance Survey (DAS)

B.2 The LEA provides all schools with sufficient SBE-adopted core and intervention materials in reading/language arts, mathematics, history/social studies, and science. The LEA ensures that the materials are used with fidelity and on a daily basis in all classrooms.	Full implementation means that every student in every classroom and in every school has the most recent SBE-adopted standards-aligned core and/or SBE-adopted intensive intervention materials. Materials are implemented with fidelity as designed on a daily basis. • A systematic textbook adoption process is in place and aligned to SBE adoption schedule and resource allocations. • Program Improvement (PI) high schools or high schools in PI LEAs adopt the articulated high school versions of the SBE-adopted middle school core and intensive intervention mathematics and reading/language arts programs. • The LEA monitors the implementation of core and intervention materials in all classrooms.	Full / Partial (in progress) / Minimal table

	Full	Partial (in progress)	Minimal
B.2	3	2	1

Documentation

-A.R./Reading
-A.M./Math
-SES Tutoring
-RTI(implementation)
-Lacking intervention materials
  LA not most recent editions

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District Assistance Survey (DAS)

B.3 The LEA ensures that all students, especially ELs, SWDs, and other high priority students, have access to the core curriculum and, based on assessed need, to English Language Development (ELD), strategic interventions, and SBE-adopted intensive interventions.	Full implementation means that all students in the LEA have access to the core curriculum and appropriate strategic and intensive interventions. All high priority students, including ELs, SWDs, and high priority students, are assessed, appropriately placed, monitored, and exited from intervention programs in a systematic way to accelerate progress. • ELs receive the sufficient instructional time within the core instructional program as well as additional instructional time for ELD. • ELs are appropriately placed in ELD by language proficiency level based on the California English Language Development Test (CELDT) and formative assessments. (See the Academic Program Survey (APS) for specific guidance on appropriate level of ELD instruction.) • LEA and site administrators schedule sufficient core and intervention time and/or classes, as recommended in the state curriculum framework, to meet the assessed academic needs of all students. • Intensive intervention students' core is the SBE-adopted intensive accelerated program. • SWDs have access to the core curriculum and to all curricular materials with appropriate accommodations and/or modifications of curriculum or instruction, as specified in their individualized education programs (IEPs).	See below

	Full	Partial (in progress)	Minimal
B.3	3	2	1

Documentation

-RTI

-A.S. tutoring/ASES

District Assistance Survey (DAS)

B.4 The LEA fully implements adopted materials and provides and monitors appropriate instructional minutes and pacing for all core subjects and interventions.	Full implementation means that grade-level, standards-based instruction is taking place in all classrooms throughout the LEA; the materials adopted by the LEA are used consistently and uniformly in all classrooms; the state-recommended instructional minutes are allocated in all core, strategic and intensive intervention classes; and course and grade level pacing guides are in place and monitored for effectiveness.				
			Full	Partial (in progress)	Minimal
		B.4	3	2	1

Full implementation means that grade-level, standards-based instruction is taking place in all classrooms throughout the LEA; the materials adopted by the LEA are used consistently and uniformly in all classrooms; the state-recommended instructional minutes are allocated in all core, strategic and intensive intervention classes; and course and grade level pacing guides are in place and monitored for effectiveness.

- The LEA has collaboratively developed and implemented reading/language arts and mathematics instructional/assessment pacing calendars for all grade levels in all schools, aligned to the adopted standards-based materials.

- LEA and site administrators visit classrooms on a regular basis in order to monitor full implementation of materials, as defined above.

- Schools' schedules and structures protect required instructional time and reflect a priority on the core, as well as on strategic and intensive interventions.

Documentation

-Pacing guides or assessments need revision for consistency
-No pacing guides for science, social studies, PE
-LEA and site administrators do not visit classrooms to monitor implementation of interventions.

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District Assistance Survey (DAS)

B.5 The LEA requires and supports the regular collection and analysis of common formative and summative assessment data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention programs, and monitor student progress in core and intervention programs.	Full implementation means that the LEA has developed a common assessment system. Teachers and administrators receive timely and reliable data, which they use to determine student mastery of key standards, inform classroom instruction, and make decisions about additional supports needed for high priority students. • The LEA has explicit expectations and procedures for data use among all principals and teachers. These expectations are communicated to all site staff. • The LEA provides training and ongoing support for district and site administrators and teachers on use of the adopted system and on data analysis. • LEA and sites administrators ensure that all schools have the necessary common curriculum embedded/benchmark assessments materials that are needed to administer the assessments. • LEA and site administrators monitor the administration of common curriculum embedded/benchmark assessments on an agreed-upon timetable. • The LEA establishes common cut points for proficiency levels and common rubrics for curriculum embedded/district benchmark assessments. • The LEA ensures that all teachers apply these common cut points and rubrics to assess student work. • The LEA establishes a district-wide assessment calendar that includes formative and summative assessments for the core curriculum. • LEA and site administrators continuously analyze student achievement data and CELDT data, to gauge student progress towards mastery of standards and identify students in need of additional instruction or interventions and exit in a timely manner.	(table below)

	Full	Partial (in progress)	Minimal
B.5	③	2	1

Documentation

-Edusoft
-CST scores (AERIES)
-GATE testing
-Special Education testing
-RTI
-Core assessments

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District Assistance Survey (DAS)

C. Fiscal Operations	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation			
C.1 The LEA meets all fiscal health criteria, as measured by the Fiscal Crisis and Management Assistance Team (FCMAT) Fiscal Health Risk Analysis survey.	Full implementation means that the fiscal criteria and standards guide the LEA in the budget development process and in its periodic self-evaluations of solvency, and the LEA meets all fiscal health criteria, as measured by the FCMAT Fiscal Health Risk Analysis Survey. Indicators of fiscal health include: • Adequate reserves and ending balances. • Budgets that reflect LEA priorities. • Reasonable assumptions regarding changes in student attendance and compensation costs based on data. • Evidence of data-driven program planning and adequate funding to support long-term LEA Plan goals.		Full	Partial (in progress)	Minimal
		C.1	3	(2)	1
		Documentation Qualified 2nd interim budget 09-10 Fiscal Solvancy Plan to address shortages in state funding			

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District Assistance Survey (DAS)

C.2 The LEA Plan and the SPSA allocate and align general and categorical expenditures to improvement activities based on the identified needs of high priority students in all of the LEA's schools.	Full implementation means that LEA and site budgets are aligned with one another and with the priorities of the LEA, as documented in the LEA Plan. These priorities are determined by student achievement data, including LEA-wide and disaggregated student data on the California Standards Tests (CSTs), California High School Exit Examination (CAHSEE), California Alternate Performance Assessment (CAPA), and the California Modified Assessment (CMA); CELDT data; and data from local curriculum-embedded/benchmark assessments. • Funds allocated to all activities identified in the LEA Plan and SPSA accurately reflect the true costs of these activities. • The LEA monitors how resources are used and funds are expended to meet its achievement needs.		Full	Partial (in progress)	Minimal
		C.2	③	2	1
		Documentation			

C.3 The LEA considers the academic achievement of the schools within the LEA, especially those in PI to determine appropriate site budget allocations.	Full implementation means that the LEA differentiates funding to sites based on academic need, with highest priority given to schools in PI status, and allocates funds to programs aligned to the LEA Plan goals which have a direct impact to student achievement. • Adequate funding is provided to address the needs of all high priority students, regardless of whether these students are in PI schools.		Full	Partial (in progress)	Minimal
		C.3	③	2	1
		Documentation -All get the same			

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District Assistance Survey (DAS)

D. Parent and Community Involvement	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation			
D.1 The LEA has implemented parent/family involvement policies and programs at all schools, including community partnership programs that meet state and federal requirements.	Full implementation means that the LEA has established and is implementing district parent/family involvement programs that address all components required by law and that are designed to support the LEA Plan goals for student learning. • The LEA Plan has specific parental involvement goals and provides technical assistance to their schools for implementing parent/family programs. Technical assistance includes oversight, support, coordination, and monitoring of parent/family engagement policies, and programs. • LEA and school administrators monitor level of parent involvement at the district and in all schools.		Full	Partial (in progress)	Minimal
		D.1	③	2	1
		Documentation			

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District Assistance Survey (DAS)

D.2 The LEA has systems in place that provide timely and two-way communication in a format and language understandable to parents/ families and community members about student achievement, academic expectations, accountability requirements, and how parents can help improve their students' academic success.	Full implementation means that the LEA works with school administrators to communicate with parents, in a language they can understand and in a timely manner, information on academic proficiency levels, grade-level standards, high school graduation requirements, data reporting for the Standardized Testing and Reporting (STAR) program, local assessments, available interventions in reading/language arts and mathematics for students needing assistance, and strategies for supporting the academic achievement of students. • The LEA has a system in place to facilitate the two-way flow of information between parents and teachers/site administrators. • The LEA provides parents with information on students' results on local and state assessments in easy-to understand reports. Reports clearly define proficiency and report student progress in terms of proficiency in the state content standards. • The LEA assists parents to interpret student report cards and state reports on state standardized exams so that parents can understand the extent to which their children are meeting state standards. • The LEA and site administrators inform all parents of English learners of the student's identification as an EL, local re-designation criteria, and a student's annual progress towards attaining these criteria. In addition, parents are informed of student proficiency level as measured by the CELDT, the benefit in receiving ELD instruction, and the program's specific re-designation criteria. • The LEA and site administrators inform all parents of students with disabilities of opportunities to participate in any decision-making meeting regarding their child's special education program.			Full	Partial (in progress)	Minimal
			D.2	(3)	2	1
		Documentation				

District Assistance Survey (DAS)

D.3 The LEA's teachers and parents/families participate in instructional program and budget decisions affecting the development, implementation, and evaluation of core and categorical programs.	Full implementation means that LEA and site administrators actively solicit the participation of teachers and parents/families and consider their input into decisions affecting the development of the LEA Plan and SPSA goals and budget. • Teachers and parents receive training on their roles and responsibilities and serve on various LEA and school committees and are consulted in the planning, implementation, and evaluation of school and LEA programs.		Full	Partial (in progress)	Minimal
		D.3	③	2	1
		Documentation - Site council - Staff Meeting - Budget Committee			

D.4 The LEA and all schools provide multiple opportunities for parents/family members to access school programs and staff, receive student and school information and resources, and be a part of decision-making.	Full implementation means that the LEA employs a broad range of strategies and hosts a wide variety of programs and activities to actively engage parents in their students' education. All parents understand how to contact teachers and school staff and are encouraged to do so. • The LEA collaborates with site principals to offer parent activities and workshops, such as family literacy workshops, math/science events, and college scholarship information nights. • At the elementary school level, parent involvement activities focus on building parent strategies to help their students learn, i.e., home work support, family math. • At the secondary level, parent involvement activities additionally focus on providing parent information so that they can guide their students through the many decisions they face in high school, e.g., University of California a-g requirements, Career Technical 2+2+2 programs, CAHSEE remediation programs.		Full	Partial (in progress)	Minimal
		D.4	③	2	1
		Documentation - Website - School messenger - Parent connect - School newsletters - Site council - ELAC - PTO/PTA/TPSA - Curriculum nights - Back to school - Middle and High School orientation			

District Assistance Survey (DAS)

E. Human Resources	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation			
E.1 The LEA recruits principals with demonstrated instructional leadership skills and places them at underperforming schools.	Full implementation means that principals with demonstrated instructional leadership are equitably distributed throughout the LEA, with priority given to placement of principals in underperforming schools. • Demonstration of instructional leadership among principals is characterized as: − Support for the effective and full implementation of the district-adopted core and intervention programs and research-based teaching strategies. − Analysis and use of student achievement data to monitor the effective implementation of programs and inform student placement in various interventions. − Collaboration with staff to identify targeted professional development to help move school staff toward specific instructional and achievement goals. − Leveraging of all available resources, both inside and outside the school, to fully implement the SPSA to maximize learning. • The LEA monitors the mobility of principals at underperforming schools and provides incentives to retain highly effective principals to work in underperforming schools. • The LEA offers leadership programs for site administrators. • The LEA opens leadership programs to teachers in order to build a potential pool of highly qualified administrators.		Full	Partial (in progress)	Minimal
		E.1	3	2	1
		Documentation			

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District Assistance Survey (DAS)

E.2 The LEA provides an ongoing support system for administrators, especially those new to the profession and/or placed in underperforming schools so that they can effectively support and monitor the implementation of the adopted standards-based instructional program, the intervention system, and the academic achievement of all students.	Full implementation means that the LEA provides all administrators with ongoing professional development, with priority given to new administrators and to those placed in underperforming schools.		Full	Partial (in progress)	Minimal
		E.2	3	2	1
	• The LEA has articulated policies and practices to support new administrators and those assigned to underperforming schools. • The LEA provides principals with structured and ongoing professional development focused on the specific needs of high priority students and their teachers. • The LEA develops systems and networks to build instructional leadership skills. These may include principal support networks, coaching systems, peer support networks, and leadership assessment systems. • The LEA develops and trains administrators to use classroom observation protocols to ensure that all teachers are implementing instructional materials with fidelity.	Documentation			

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District Assistance Survey (DAS)

E.3 The LEA monitors the performance of all principals in the LEA, including their implementation of the SPSA.	Full implementation means that the LEA has developed and uniformly applies clear criteria for monitoring and measuring the performance of principals, including their implementation and monitoring of activities documented in the SPSA. These criteria are articulated in LEA policies and clearly communicated to all principals in the LEA. Performance is monitored regularly.
	
	• Criteria include:
	   – Implementation of district adopted, standards-based curriculum in all classrooms, as detailed in the district instructional/assessment pacing guide.
	   – Implementation of the district assessment system so that all students are appropriately placed in core and intensive and strategic intervention programs in reading/language arts and mathematics and in ELD.
	   – Academic achievement of all students in the school, including ELs, SWDs, and high priority students.
	
	• LEA ensures that administrators regularly conduct classroom walkthroughs and informal observations to monitor alignment of curriculum, instruction and assessments.
	
	• LEA administrators regularly examine student achievement data (both aggregated and disaggregated) from formative and summative assessments to determine growth trends and areas of need.			

		Full	**Partial (in progress)**	**Minimal**
		E.3 3	2	1
		Documentation		

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District Assistance Survey (DAS)

E.4 After consulting with the teachers' association, the LEA develops and implements a plan to attract and retain No Child Left Behind (NCLB) Act of 2001- highly-qualified and appropriately credentialed teachers and to equitably distribute them in underperforming schools within the LEA. This plan includes incentives to recruit highly qualified teachers to underperforming schools within the LEA.	Full implementation means that highly qualified teachers are equitably distributed across the LEA in accordance with Title II requirements. • In consultation with the teachers' association, the LEA has developed a plan to employ and certify all teachers as highly-qualified under NCLB and recruit highly-qualified teachers from high-achieving schools to teach in underperforming schools within the LEA. The plan includes monetary and non-monetary incentives to recruit highly qualified teachers to underperforming schools. • The LEA has established a staffing goal to achieve equitable distribution of fully prepared, experienced teachers in all schools. • To the extent possible and in consultation with the teachers association, the LEA assigns the most effective teachers to those students with the highest academic needs. • The LEA monitors teacher transfers to ensure that underperforming schools retain highly qualified teachers and maintain a balance of experienced and new teachers. • The LEA recruits and hires teachers as early in the spring as possible.				
			Full	Partial (in progress)	Minimal
		E.4	3	2	1
		Documentation			

District Assistance Survey (DAS)

		Full	Partial (in progress)	Minimal
E.5 The LEA provides competitive salaries, wages, and benefits to classroom personnel.	Full implementation means that teacher salaries, wages, and benefits are sufficiently competitive to attract and retain highly-qualified teachers. • LEA and site administrators conduct annual salary, wage and benefit surveys and analyze their relationship to teacher recruitment and retention data. • In addition to offering competitive salaries, the LEA offers incentives to attract and retain teachers (i.e., professional development in leadership; opportunities to acquire advanced degrees in education; a supportive, collaborative environment).			
		E.5	③	2	1
	Documentation			

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District Assistance Survey (DAS)

E.6 The LEA provides an ongoing support system for teachers, especially those new to the profession and/or placed in underperforming schools, so that they can effectively implement the SBE-adopted, standards-based curriculum; deliver effective instruction; and monitor and support the achievement of all students.	Full implementation means that all teachers receive ongoing support in implementing the standards-based curriculum adopted by the LEA. Priority is given to new teachers and those assigned to underperforming schools. • The LEA provides an approved induction program for new teachers. • The LEA regularly monitors student achievement data in all classes and provides support structures and resources where appropriate, especially to new teachers. • To the extent possible, the LEA provides teachers with release time from classes to attend staff development. • The LEA provides coaching and lesson support in the adopted curriculum. Priority is given to teachers new to the profession or to their current subject area or grade level assignment, as well as to teachers working with ELs and SWDs and to those in underperforming schools. • LEA and site administrators monitor classrooms to ensure that professional development activities lead to improved instructional practice.		Full	Partial (in progress)	Minimal
		E.6	(3)	2	1
		Documentation			

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District Assistance Survey (DAS)

E.7 The LEA links evaluations of all certificated staff to implementation of standards-based curriculum, instruction, and assessments.	Full implementation means that all teacher evaluations are based upon criteria related to the implementation of the district's standards-based curriculum and to the alignment of instruction to the district's assessments. These expectations are articulated in LEA policies and clearly communicated to all teachers and principals in the LEA.
	
	 • LEA and site administrators regularly conduct teacher evaluations which may include the following activities:
	
	   – Regular classroom walkthroughs and informal observations to monitor the implementation of the grade-level, standards-based, adopted curriculum, including adherence to instructional minutes and pacing guides, and the delivery of effective instructional practices.
	
	   – Monitoring of the timely administration of student curriculum-based assessments.			

		Full	Partial (in progress)	Minimal
	E.7	3	2	1
Documentation				

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District Assistance Survey (DAS)

F. Data Systems and Monitoring	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation		
F.1 The LEA has a system of regular data collection and analyzes data from multiple sources, tracked over time, to determine the effectiveness of the district's academic program and the implementation of the instructional materials. Data are both summative and formative, aggregated at the district level, and disaggregated by student subgroups.	Full implementation means that the LEA has adopted a user-friendly and easily accessible data management system that tracks data over time. The system is implemented to regularly assess and monitor over time student achievement on formative, curriculum- embedded and benchmark assessments at all grade levels and in all schools in the LEA. • The adopted system provides data necessary to follow trends as well as growth of individual students or cohorts of students over time. • The data are examined by grade, subject, course, and subgroup and tracked over time to determine student achievement in the LEA's adopted core and intervention programs across all classrooms and in all schools throughout the LEA. • The data are used to target fiscal and human resources to specific areas of need, such as additional teaching sections in the master schedule, professional development at a grade level, and collaboration time for teachers to analyze student data to improve instruction. • Data include student achievement results from state standardized tests and district approved entry-level placement and/or diagnostic assessments; progress monitoring, including frequent formative curriculum-embedded assessments; and standards-based summative assessments, including common benchmark assessments.		Full	Partial (in progress)	Minimal
		F.1	(3)	2	1
		Documentation			

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District Assistance Survey (DAS)

F.2 The LEA provides the necessary technology and expertise to ensure data collection and analysis and maintains assessment data and student information in readily accessible forms.	Full implementation means that the LEA maintains student data, including assessment data, in readily accessible forms and provides all schools with the technology, expertise, and support to access the data.		Full	Partial (in progress)	Minimal
		F.2	③	2	1
	• The LEA employs and designates staff to support the data management system at the district and all school sites. • The schools have the technology and software to ensure that teachers and administrators can retrieve and create reports which integrate and/or disaggregate such data as demographic data and student achievement data on formative, curriculum/embedded assessments, and state standardized exams.	Documentation			

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District Assistance Survey (DAS)

			Full	Partial (in progress)	Minimal
F.3 The LEA has procedures and processes to monitor the accuracy of the data and support teachers and administrators in accessing timely school- and classroom-level data based on common formative and summative curriculum-embedded and standards-aligned assessments. The data are used for student intervention, placement/exit, instructional decision-making, progress monitoring, teacher collaboration, targeted professional development, and monitoring of instruction by site and district leaders.	Full implementation means that the LEA has established and fully implements procedures to ensure accurate and timely scoring, storage, and retrieval of student assessment data. • The LEA has assigned and trained staff to maintain and update the data system. • The LEA has taken steps such as data audits and centralized validation programs to ensure that the data captured by the system are accurate. • The analytical procedures used by the LEA are statistically valid and appropriate. • The LEA provides all site administrators, teachers, and counselors with professional development and ongoing support on the data management system and on the accurate entry and retrieval of data in the system. • The LEA evaluates the technology proficiency of school staff on an ongoing basis and provides targeted training to non-proficient staff.	F.3	3	2	1
		Documentation			

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District Assistance Survey (DAS)

G. Professional Development	Criteria and Clarifications	Implementation Status Circle the most accurate descriptor of implementation			
G.1 The LEA provides district administrators with leadership training, ongoing professional development, and support in aligning curriculum, instruction, and assessment to state standards; providing an efficient data system to monitor student achievement; aligning human and fiscal resources to district goals; building effective parent and community involvement programs; and providing targeted professional development for teachers and site administrators.	Full implementation means that the superintendent, cabinet members, and other district leaders receive both collective and individualized professional development in the seven areas of district work (DAIT Standards), identified in the California *Education Code* Section 52059(e), so that each person understands his or her role in the systemic improvement process as well as the interconnection of these roles in building a coherent system. • The district cabinet and leadership work together as a "learning organization," investing in ongoing and system-wide professional development and support for all district administrators in all seven areas of district work. • The district cabinet and leadership assess the knowledge and expertise of each person on an ongoing basis and provide job-alike mentoring when appropriate.		Full	Partial (in progress)	Minimal
		G.1	3	2	1
		Documentation			

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District Assistance Survey (DAS)

G.2 The LEA provides resources to deliver coherent professional development that is based on standards-based content knowledge and the instructional materials adopted by the LEA; reflects research-based strategies for improved student achievement; and includes effective leadership training for site administrators and teachers to implement systemic reform.	Full implementation means that the LEA allocates funding to provide all site staff, including site administrators and teachers, especially mathematics, reading/language arts, and ELD teachers, with professional development related to standards-based content, district-adopted instructional materials, research-based strategies for improved student achievement. In addition, the LEA provides both site administrators and teachers with opportunities for leadership training.				
			Full	Partial (in progress)	Minimal
		G.2	3	(2)	1
		Documentation			
	• The LEA has a coherent vision of professional development for all teachers within and across grade levels and departments. This vision is articulated by a common understanding among all teachers of the content standards, the adopted curriculum, and the instructional and achievement priorities of the LEA. • The LEA's professional development plan, as documented in the LEA Plan, is based on student needs, as determined by formative and summative assessment data. • LEA and site administrators monitor the impact of the targeted professional development by observing classroom instructional practices and analyzing student assessment results to determine the measurable impact on student achievement. • The LEA ensures that each school's SPSA and budget are aligned with the specific professional development goals of the LEA. • The LEA provides leadership training in implementing systemic reform and encourages teachers to attend this training.				

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District Assistance Survey (DAS)

G.3 The LEA ensures that all school principals and vice principals complete materials-based professional development, as well as targeted, follow-up support, in the most recent SBE adoptions in reading/language arts and mathematics, which includes strategies for English learners, students with disabilities and other high priority students.	Full implementation means that all site administrators in the LEA have completed materials-based professional development in the LEA-adopted reading/language arts and mathematics instructional materials and receive structured and targeted follow-up support. • The LEA trains site administrators in the LEA-adopted curriculum before or at the same time that it trains teachers in order to ensure that site administrators understand what their teachers are learning. • The LEA monitors principal attendance and completion of materials-based professional development. • The LEA meets with all principals and vice principals that have not completed materials-based professional development to collaboratively schedule specific dates for completion.		Full	Partial (in progress)	Minimal
		G.3	3	◯ 2	1
		Documentation			

G.4 The LEA ensures that all teachers complete materials - based professional development in reading/language arts, mathematics, English Language Development, and interventions.	Full implementation means that all appropriate teachers in the LEA are provided with and complete materials-based professional development in the SBE-adopted reading/language arts, mathematics, and ELD instructional materials adopted by the LEA. Training includes strategies for use with English learners. • LEA and site administrators monitor teacher attendance and completion of materials-based professional development.		Full	Partial (in progress)	Minimal
		G.4	3	◯ 2	
		Documentation			

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District Assistance Survey (DAS)

G.5 The LEA provides teachers with ongoing and targeted support focused on district-identified research-based instructional practices to improve student learning. Such support includes content experts, professional development and coaching that is differentiated by content, grade/course level, and individual teacher need.	The LEA provides all teachers in the LEA with ongoing support, differentiated by grade/course level, subject, and teacher need. Support includes targeted professional development in district-identified teaching strategies and ongoing classroom support from content experts and coaches in implementing these strategies.
	
	• All professional development activities are structured around specific learning targets and aligned with the state standards and adopted instructional materials.
	
	• The LEA provides accessible and structured follow-up support for materials implementation and identified district priority instructional strategies. Such support may include:
	
	  – Assignment of instructional specialists and coaches to classroom teachers to model lessons and effective instructional strategies
	
	  – Principal walkthroughs to review implementation of strategies and practices introduced in teacher training
	
	• The LEA prioritizes the professional development needs of schools, grade levels/courses and/or individual educators in order to fully implement the curriculum and instructional priorities of the district to increase the achievement of all students.				

			Full	Partial (in progress)	Minimal
		G.5	3	(2)	1
		Documentation			

District Assistance Survey (DAS)

| G.6 The LEA provides professional development to site staff on effectively analyzing data from common standards-based assessments to inform instructional decisions and increase student achievement. The LEA monitors professional development activities to ensure effective implementation. | Full implementation means that the LEA provides all site administrators and teachers with professional development and ongoing support on the use and analysis of student achievement. The LEA monitors professional development activities to ensure that they are being implemented effectively.

 • The LEA provides all teachers with training in student goal setting, progress monitoring, data analysis, intervention placement, and monitoring of students placed in interventions.

 • Staff applies this training to inform classroom instruction, identify students in need of additional support and/or interventions, and plan future lessons.

 • LEA and site administrators monitor teacher application of data on an ongoing basis to ensure that data are effectively applied to inform instructional decisions and improve classroom instruction. | | | | | |

	Full	Partial (in progress)	Minimal
G.6	3	2	1

Documentation

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District Assistance Survey (DAS)

G.7 The LEA ensures that teachers are provided with frequent and structured opportunities to meet and collaboratively focus on the use of curriculum-embedded assessment data, data analysis, instructional planning, and lesson delivery in order to adjust and strengthen instructional practices and address the needs of all students. All teachers of high priority students are included in this collaboration. The LEA monitors teacher collaboration meetings to ensure effective implementation.	Full implementation means that structured collaborative time is assigned and documented in the calendars of all schools for teachers to meet regularly by grade, course and/or content area to examine student assessment data and plan lessons and activities to improve student achievement. • The LEA supports site administrators in setting aside adequate time, on at least a monthly basis, for collaborative data-based discussions. • LEA administrators collaborate with site administrators and teachers to develop a timetable for monthly grade-level or course/department-level meetings in which teachers collaboratively discuss and analyze student achievement data, plan lessons, share materials, and instructional strategies. • Teachers come together as a professional community and are encouraged to ask questions, seek help from one another, and use student achievement data to reflect on the effectiveness of their instructional practice. • LEA and site administrators visit/monitor teacher collaboration meetings on an ongoing basis in order to ensure that they follow local protocol and lead to constructive dialogue around student achievement data and on the implications of the data for classroom instruction.				
			Full	Partial (in progress)	Minimal
		G.7	3	2	1
		Documentation			

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